COSC 1P50
Library Seminar
Fall 2023 term

Ian Gordon

Ian Gordon, Teaching & Learning Librarian

Brock University Library

Library Seminar Agenda

- Top 10 resources you should know about!
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Where, how and when to get help!

Photo by Tim Gouw on Unsplash

Library Seminar Agenda

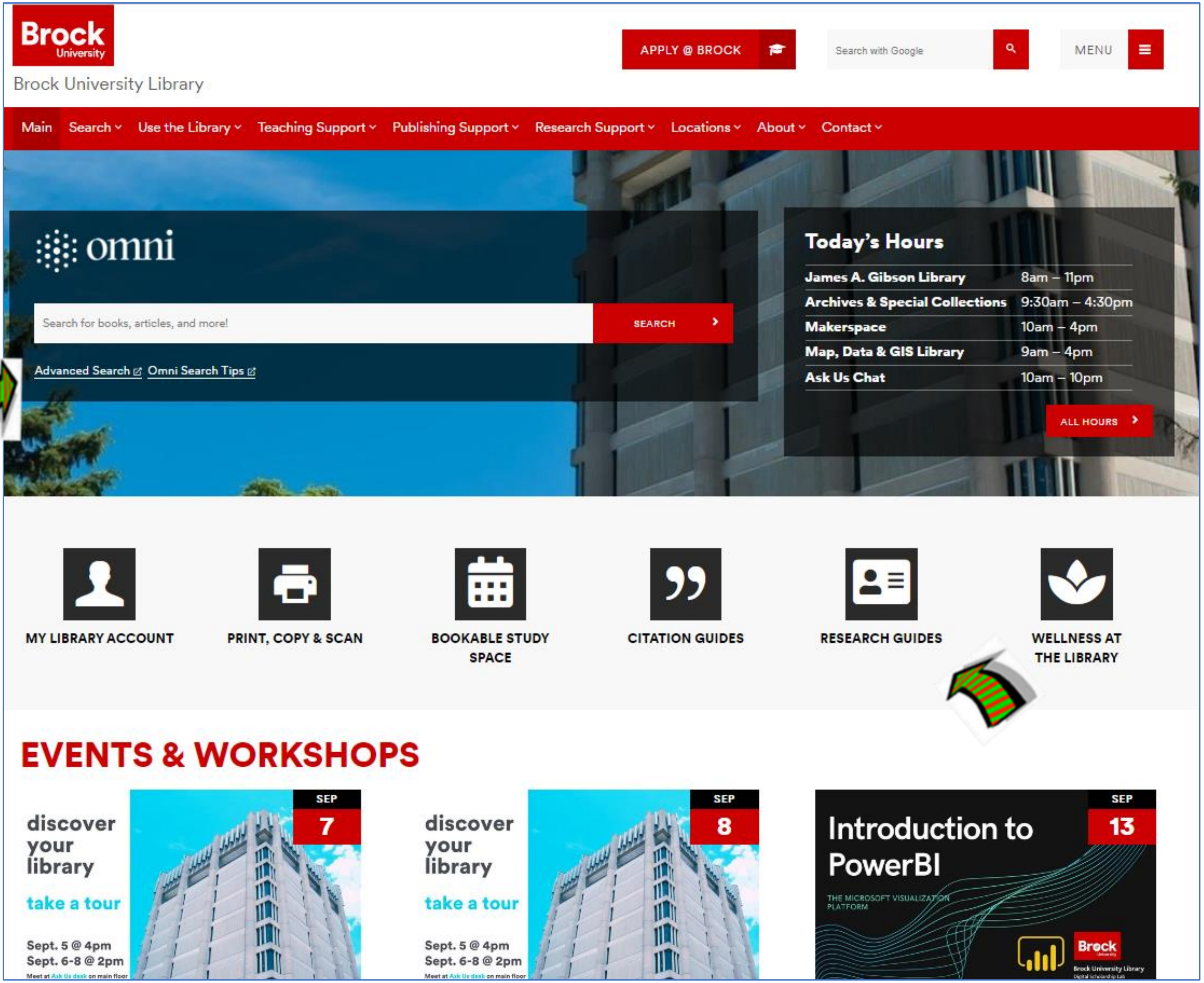
- Top 10 resources you should know about!
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Where, how and when to get help!

Top 10 resources you should know about!

1. Zoterobib
2. Zotero
3. Omni
4. Borrowing from Other Libraries
5. Brock Library COSC Library Research Guide
6. Google Scholar
7. Google Books
8. Advanced Google searching
9. When, where and how to get help!
10. Book a Consultation

Library Seminar Agenda

- Top 10 resources you should know about!
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Where, how and when to get help!



Today's Hours

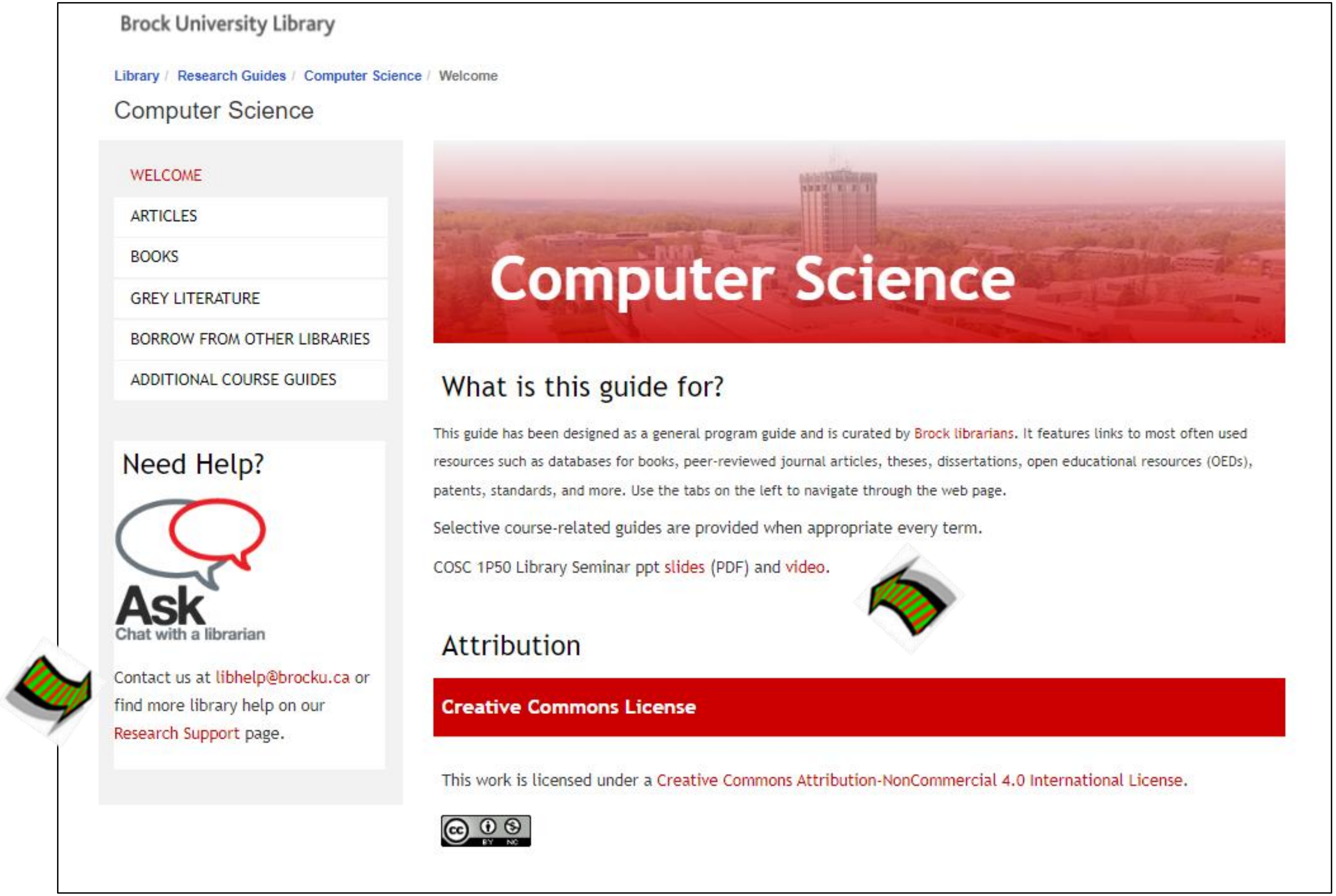
James A. Gibson Library	8am – 11pm
Archives & Special Collections	9:30am – 4:30pm
Makerspace	10am – 4pm
Map, Data & GIS Library	9am – 4pm
Ask Us Chat	10am – 10pm

EVENTS & WORKSHOPS

SEP 7
discover your library
take a tour
Sept. 5 @ 4pm
Sept. 6-8 @ 2pm
Meet at Ask Us desk on main floor

SEP 8
discover your library
take a tour
Sept. 5 @ 4pm
Sept. 6-8 @ 2pm
Meet at Ask Us desk on main floor

SEP 13
Introduction to PowerBI
THE MICROSOFT VISUALIZATION PLATFORM
Brock University
Brock University Library
Digital Scholarship Lab



Brock University Library

Library / Research Guides / Computer Science / Welcome

Computer Science

What is this guide for?

This guide has been designed as a general program guide and is curated by Brock librarians. It features links to most often used resources such as databases for books, peer-reviewed journal articles, theses, dissertations, open educational resources (OEDs), patents, standards, and more. Use the tabs on the left to navigate through the web page.

Selective course-related guides are provided when appropriate every term.

COSC 1P50 Library Seminar ppt slides (PDF) and video.

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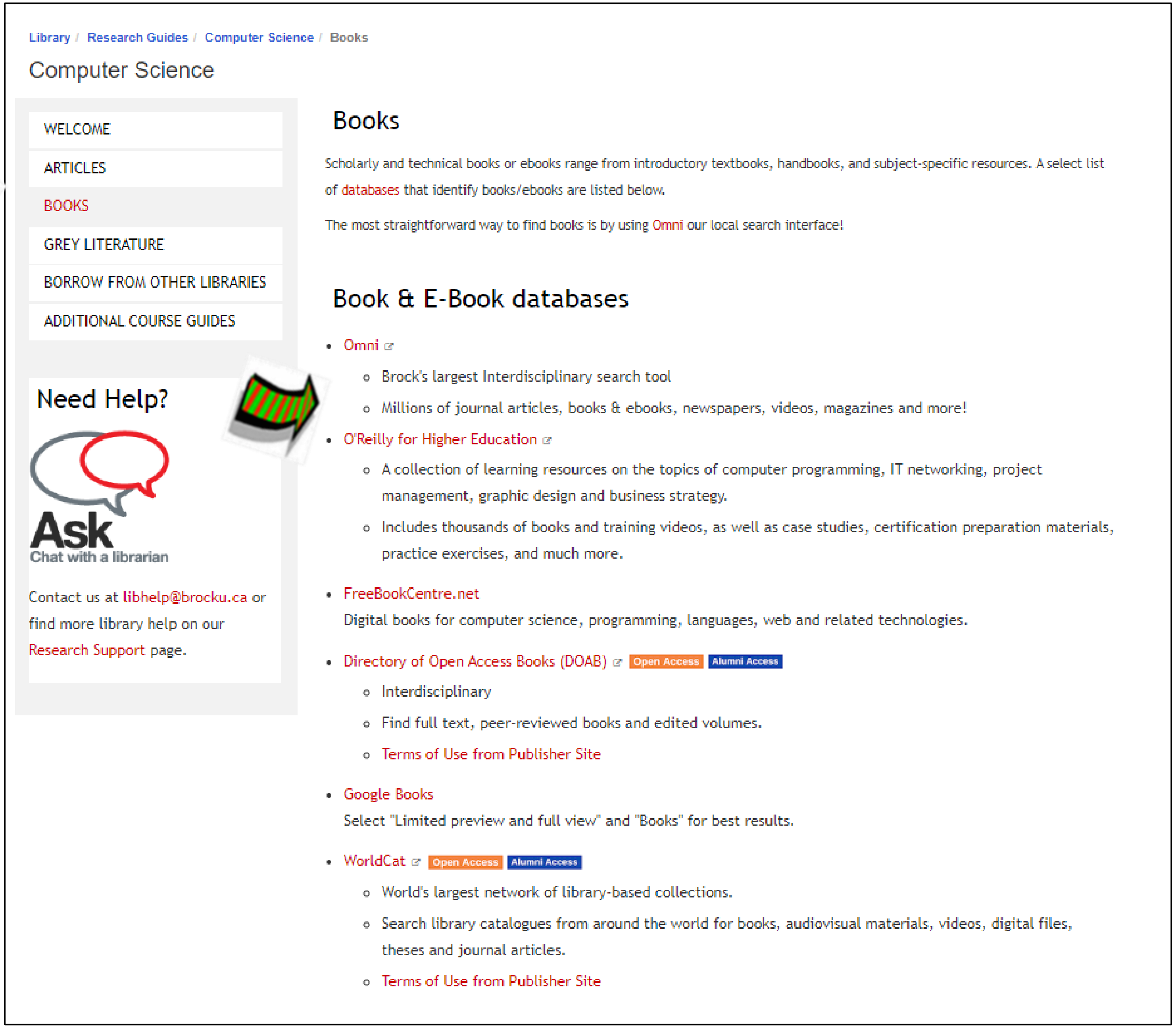

Computer Science

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Books

Scholarly and technical books or ebooks range from introductory textbooks, handbooks, and subject-specific resources. A select list of databases that identify books/ebooks are listed below.

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Book & E-Book databases

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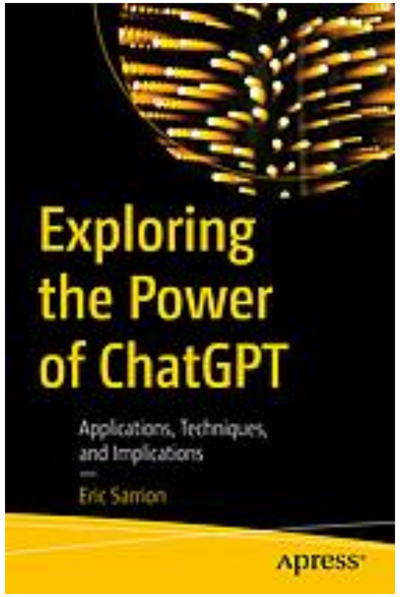
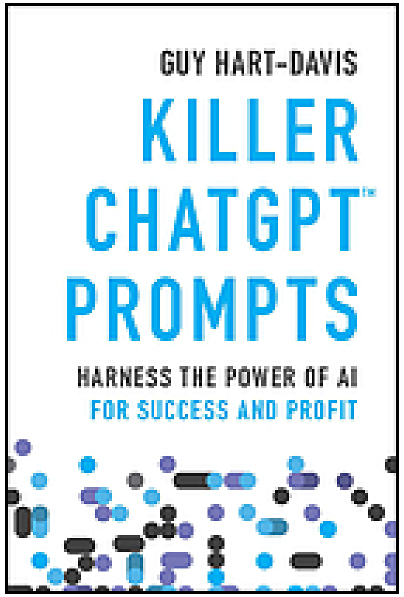

Exploring the Power of ChatGPT
Applications, Techniques, and Implications
Eric Sarrion
Apress®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HARNESS THE POWER OF AI FOR SUCCESS AND PROFIT

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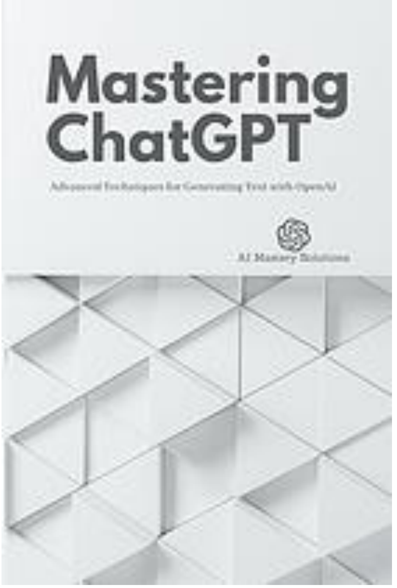
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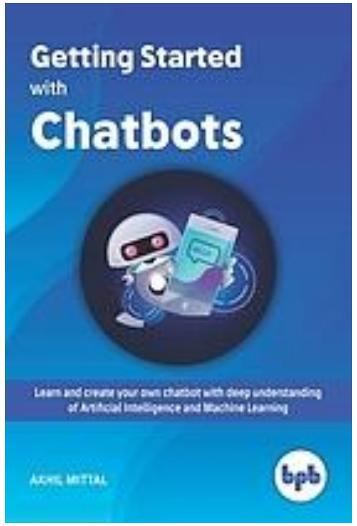
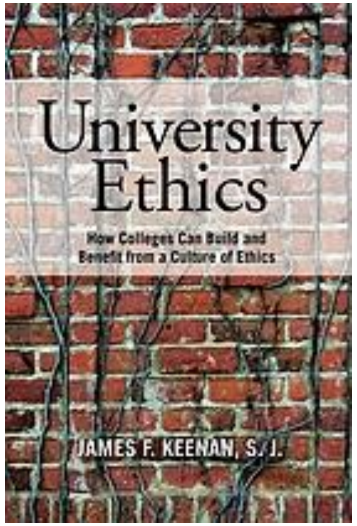
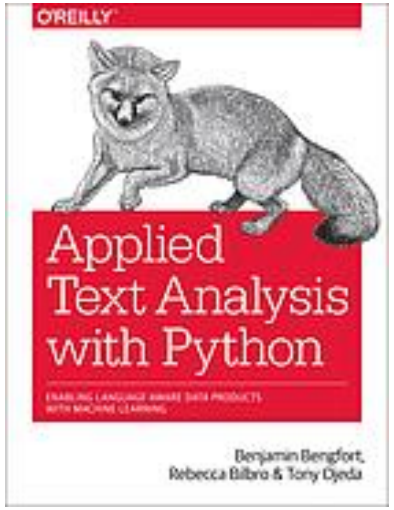
Advanced Techniques for Generating Text with OpenAI
AI Mastery Solutions


Getting Started with Chatbots
Learn and create your own chatbot with deep understanding of Artificial Intelligence and Machine Learning
AKHIL MITTAL
bpb


University Ethics
How Colleges Can Build and Benefit from a Culture of Ethics
JAMES F. KEENAN, S.J.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Applied Text Analysis with Python
ENABLING LANGUAGE-AWARE DATA PRODUCTS WITH MACHINE LEARNING
Benjamin Bengfort, Rebecca Bilbro & Tony Ojeda

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Uwe Engel
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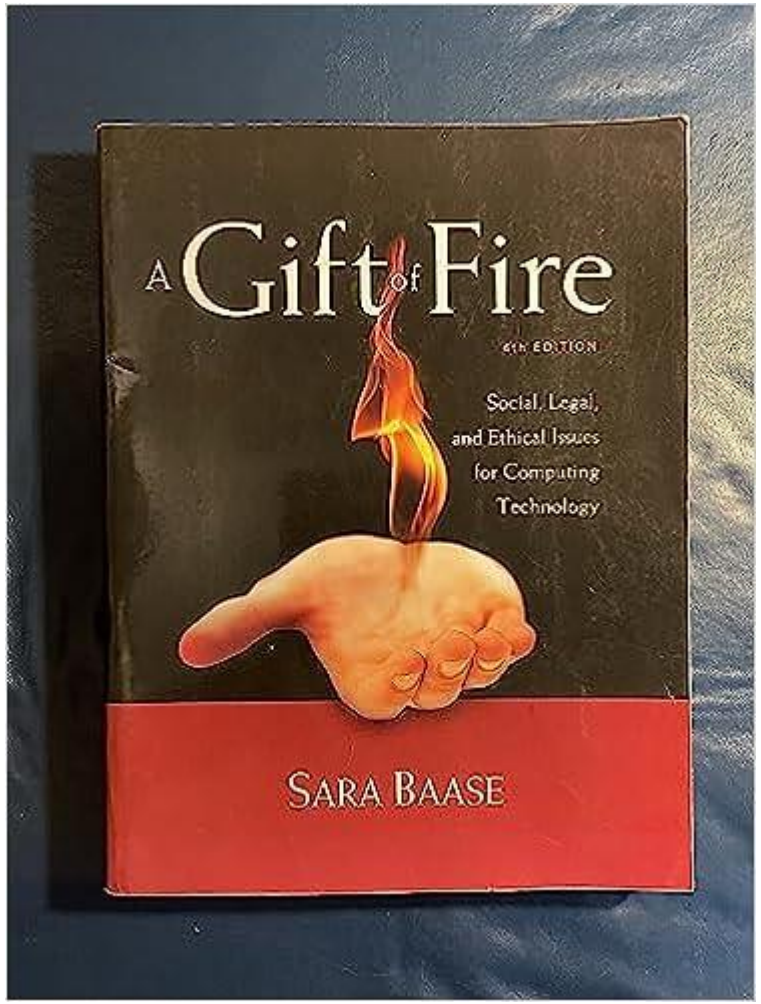

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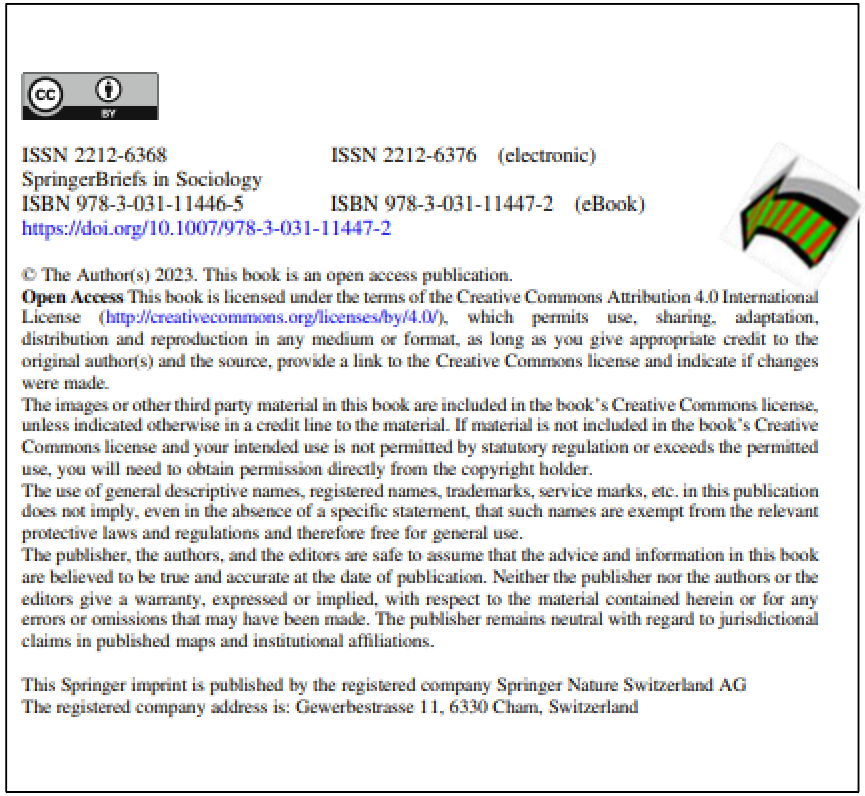

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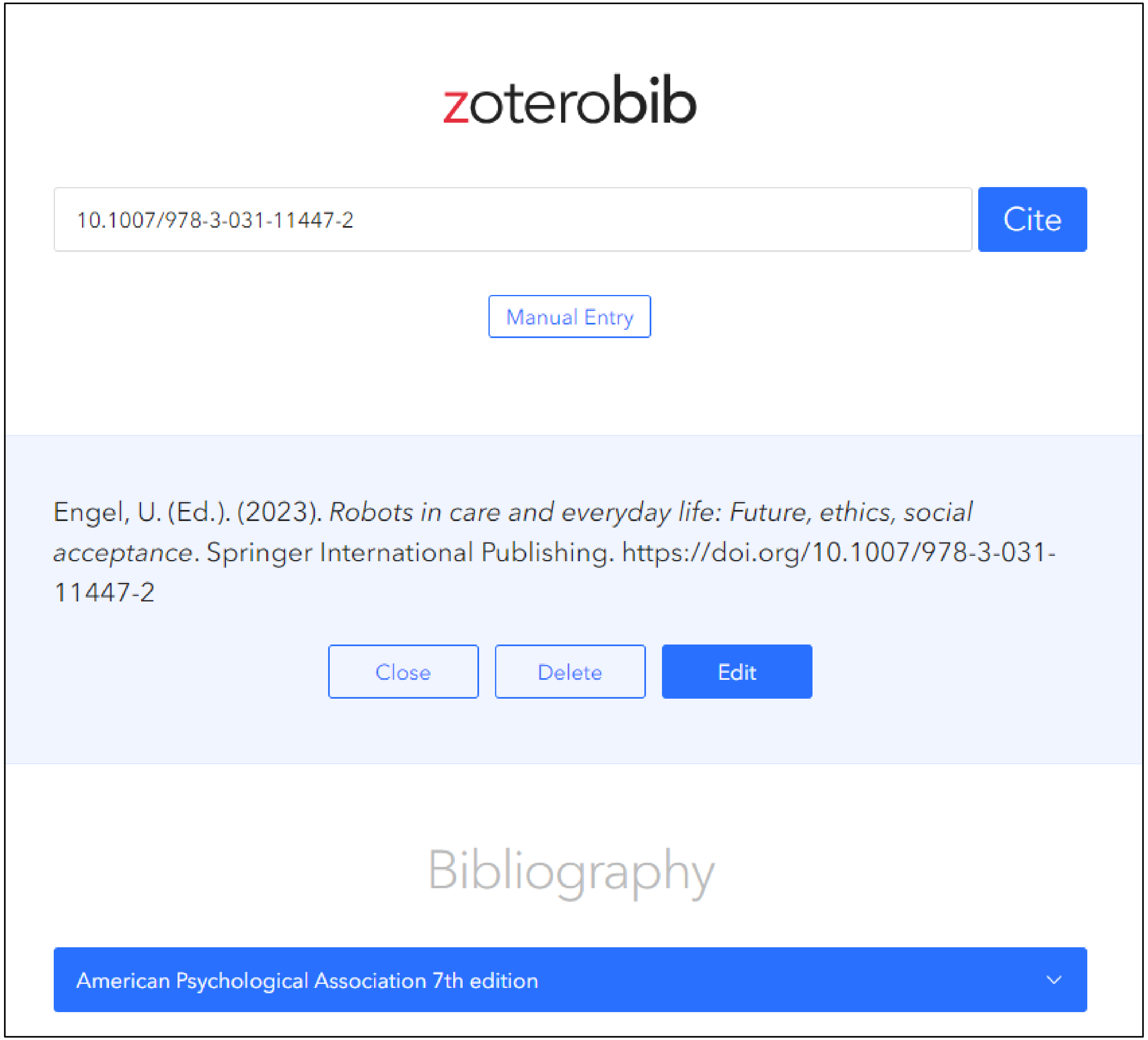

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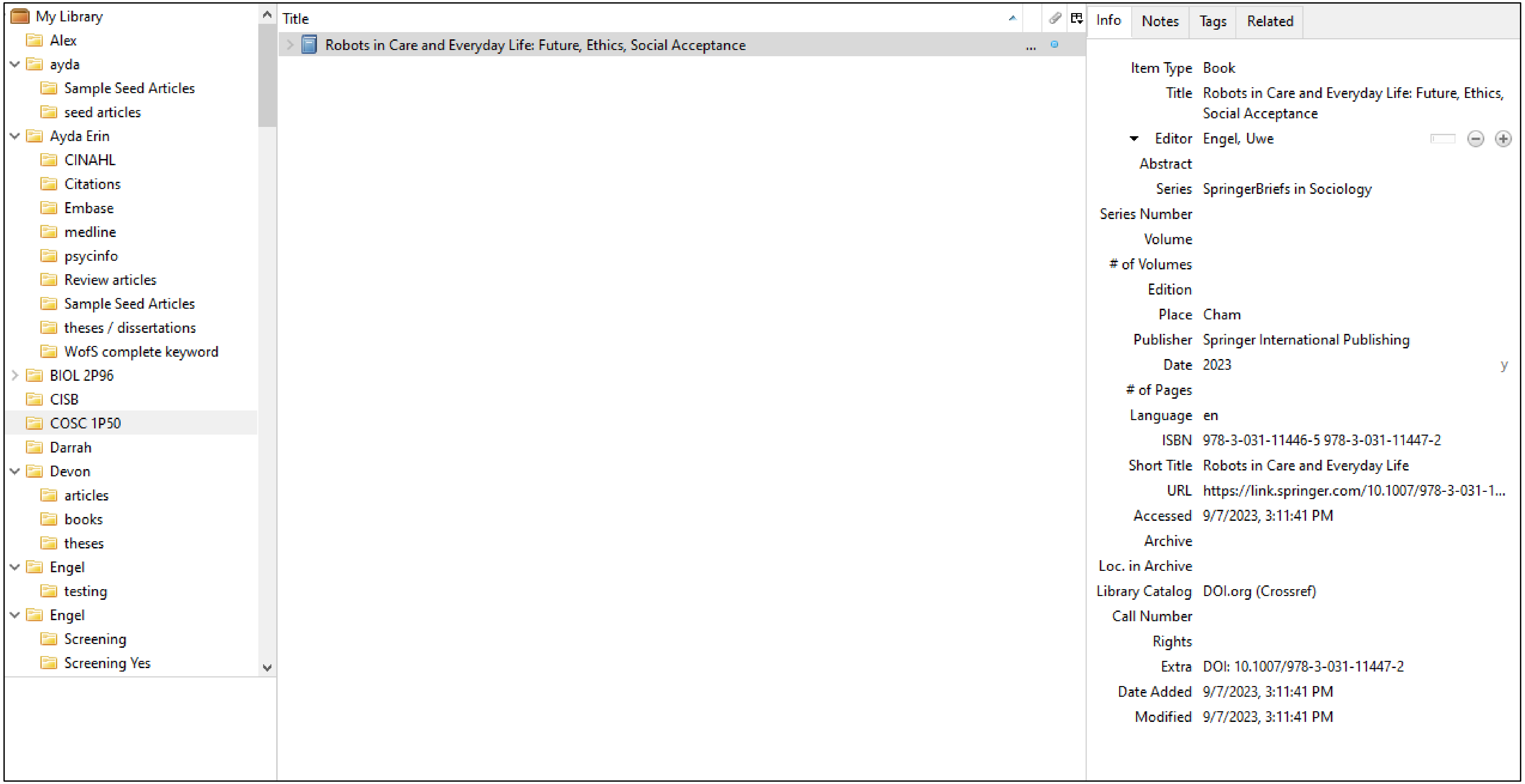

Robots in Care and Everyday Life: Future, Ethics, Social Acceptance

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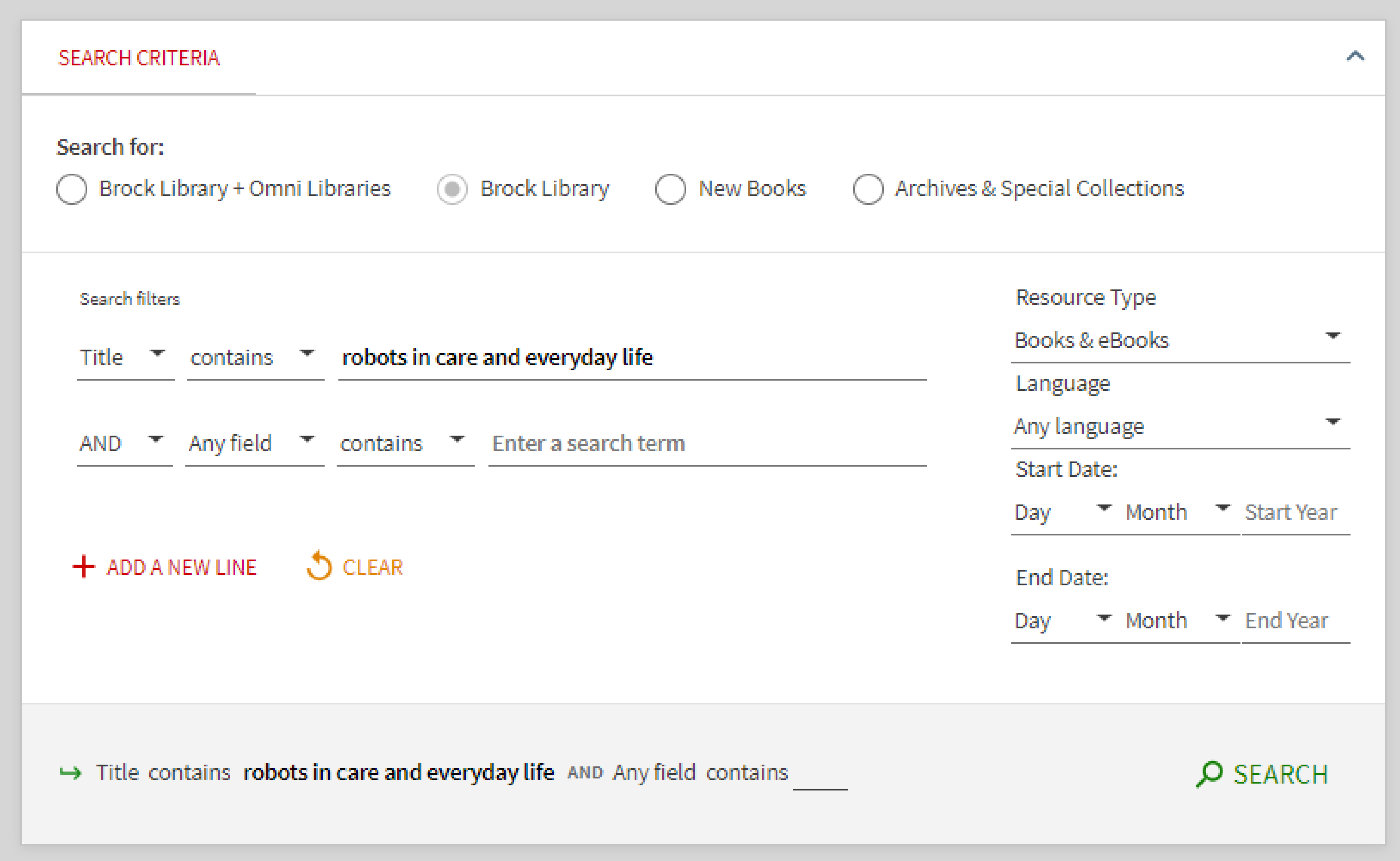

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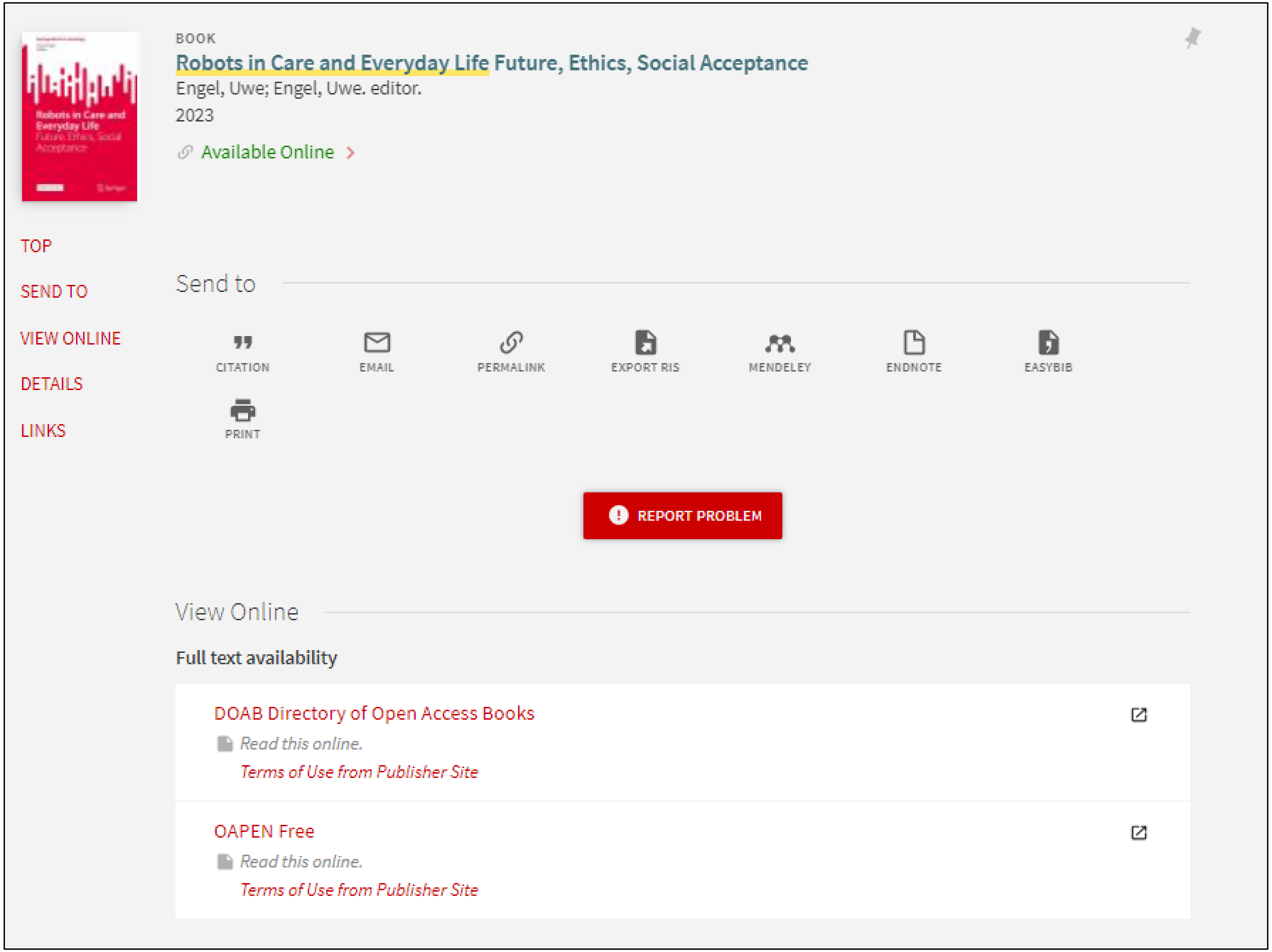

BOOK

Robots in Care and Everyday Life Future, Ethics, Social Acceptance

Engel, Uwe; Engel, Uwe. editor.

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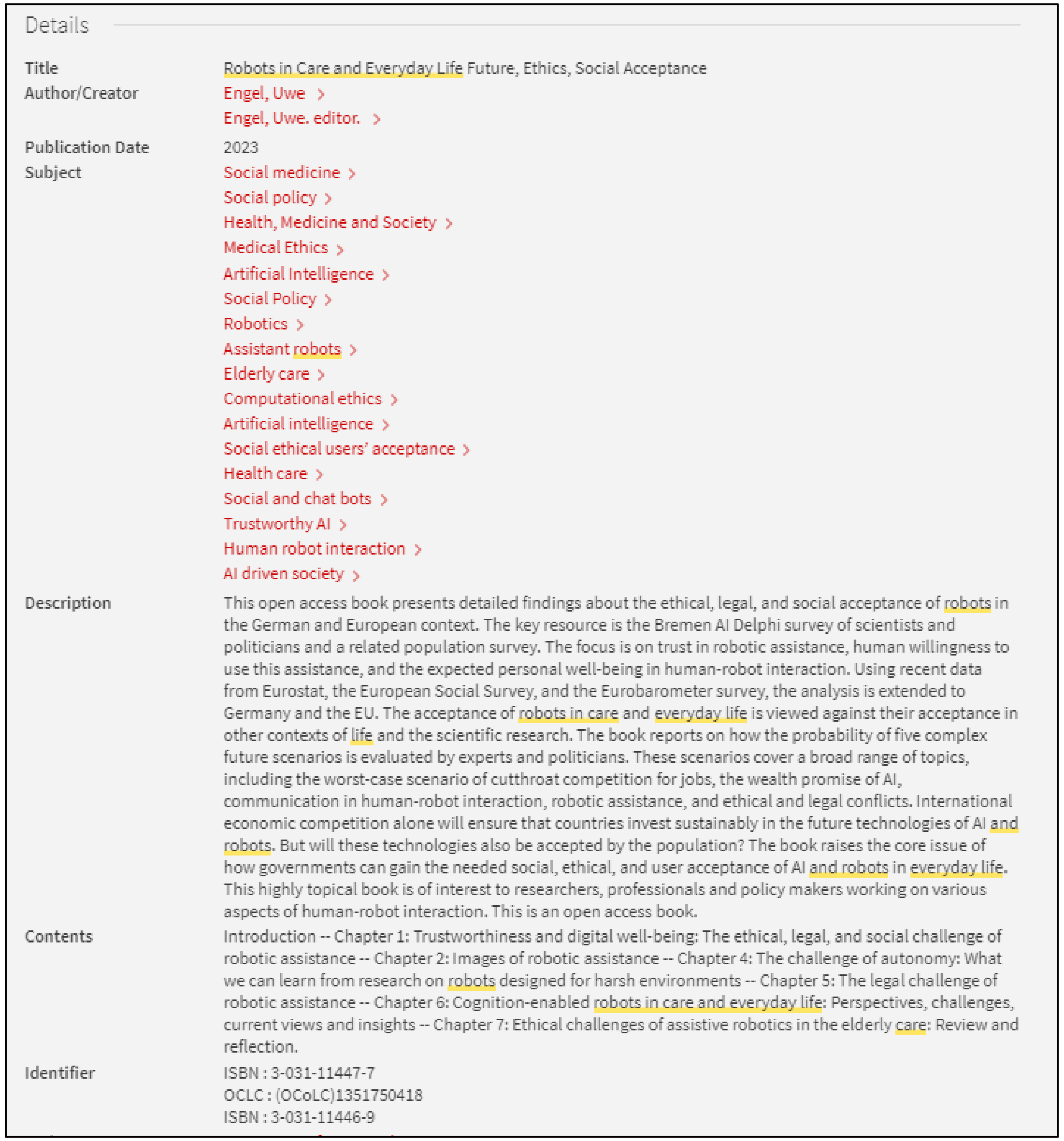

Details

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Subject	Social medicine › Social policy › Health, Medicine and Society › Medical Ethics › Artificial Intelligence › Social Policy › Robotics › Assistant robots › Elderly care › Computational ethics › Artificial intelligence › Social ethical users’ acceptance › Health care › Social and chat bots › Trustworthy AI › Human robot interaction › AI driven society ›
Description	This open access book presents detailed findings about the ethical, legal, and social acceptance of robots in the German and European context. The key resource is the Bremen AI Delphi survey of scientists and politicians and a related population survey. The focus is on trust in robotic assistance, human willingness to use this assistance, and the expected personal well-being in human-robot interaction. Using recent data from Eurostat, the European Social Survey, and the Eurobarometer survey, the analysis is extended to Germany and the EU. The acceptance of robots in care and everyday life is viewed against their acceptance in other contexts of life and the scientific research. The book reports on how the probability of five complex future scenarios is evaluated by experts and politicians. These scenarios cover a broad range of topics, including the worst-case scenario of cutthroat competition for jobs, the wealth promise of AI, communication in human-robot interaction, robotic assistance, and ethical and legal conflicts. International economic competition alone will ensure that countries invest sustainably in the future technologies of AI and robots. But will these technologies also be accepted by the population? The book raises the core issue of how governments can gain the needed social, ethical, and user acceptance of AI and robots in everyday life. This highly topical book is of interest to researchers, professionals and policy makers working on various aspects of human-robot interaction. This is an open access book.
Contents	Introduction -- Chapter 1: Trustworthiness and digital well-being: The ethical, legal, and social challenge of robotic assistance -- Chapter 2: Images of robotic assistance -- Chapter 4: The challenge of autonomy: What we can learn from research on robots designed for harsh environments -- Chapter 5: The legal challenge of robotic assistance -- Chapter 6: Cognition-enabled robots in care and everyday life: Perspectives, challenges, current views and insights -- Chapter 7: Ethical challenges of assistive robotics in the elderly care: Review and reflection.
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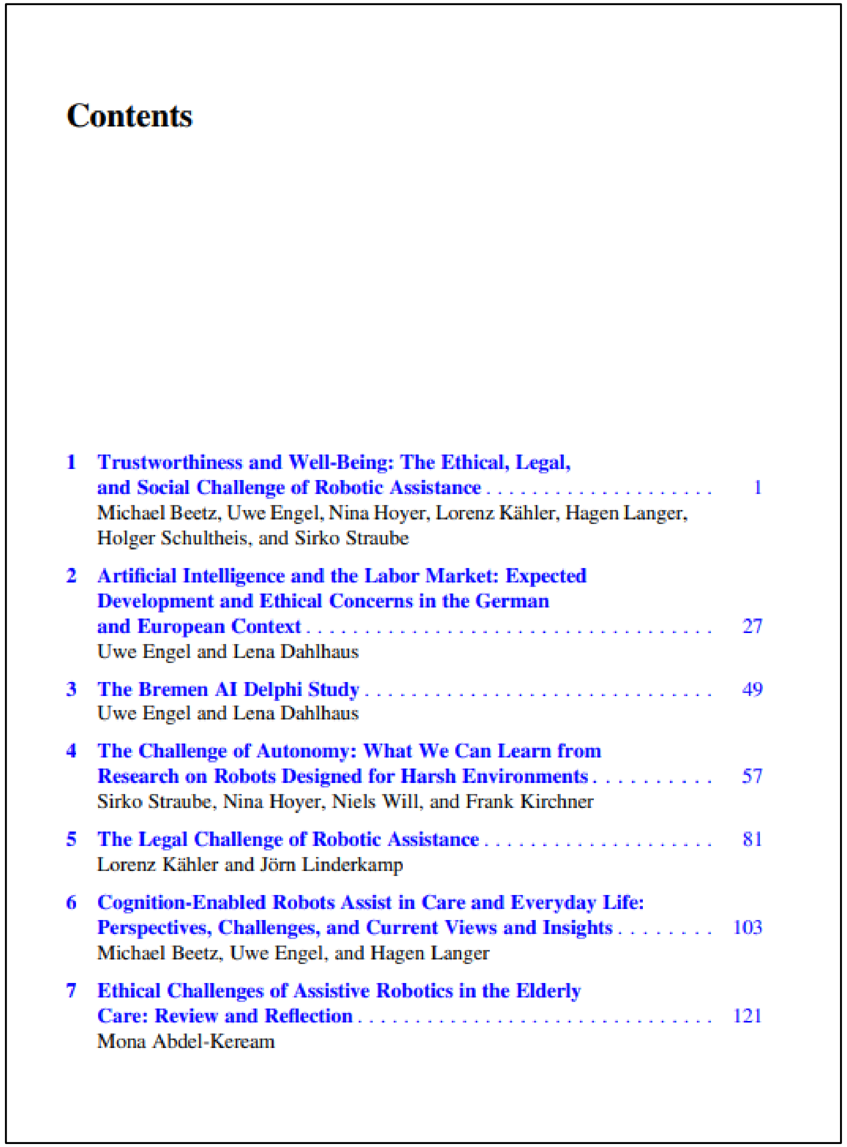

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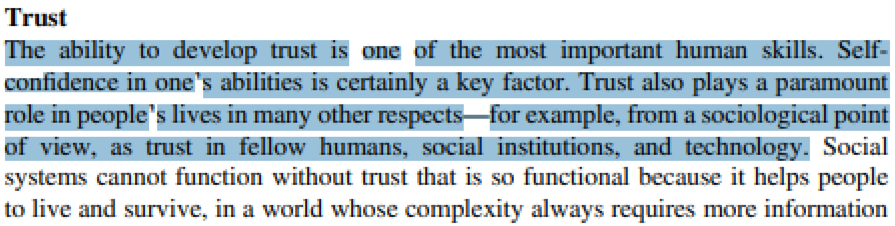


Trust

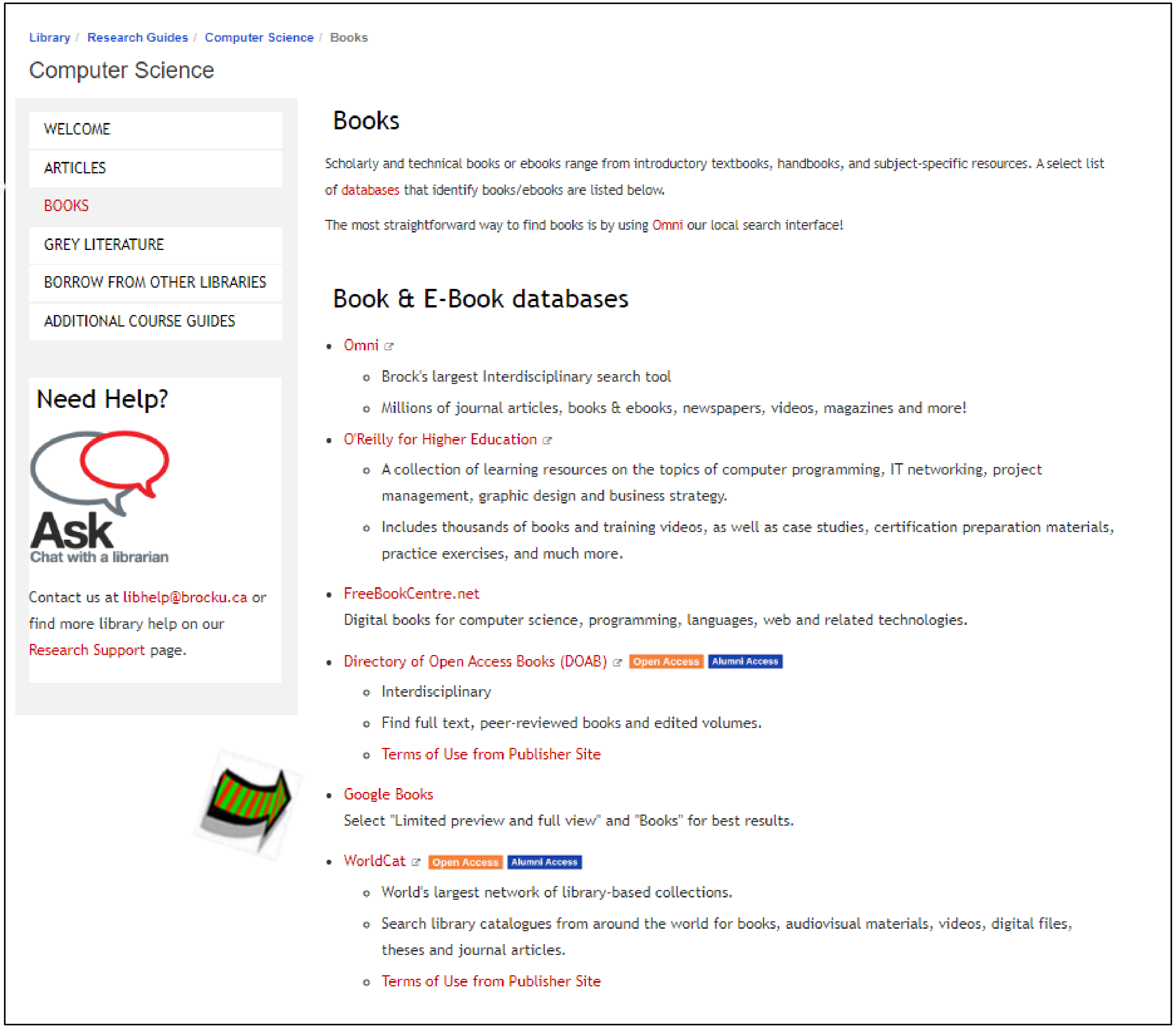
The ability to develop trust is one of the most important human skills. Self-confidence in one's abilities is certainly a key factor. Trust also plays a paramount role in people's lives in many other respects—for example, from a sociological point of view, as trust in fellow humans, social institutions, and technology. Social systems cannot function without trust that is so functional because it helps people to live and survive, in a world whose complexity always requires more information

Text

Beetz (2023) commented that "The ability to develop trust is one of the most important human skills. Selfconfidence in one's abilities is certainly a key factor. Trust also plays a paramount role in people's lives in many other respects—for example, from a sociological point of view, as trust in fellow humans, social institutions, and technology" (3).

Reference

Beetz, M. et al. (2023). Trustworthiness and well-being: The ethical, Legal, and social challenges of robotic assistance. In U. Engel (Ed.), *Robots in care and everyday life: Future, ethics, social acceptance* (pp. 1-26). Springer.



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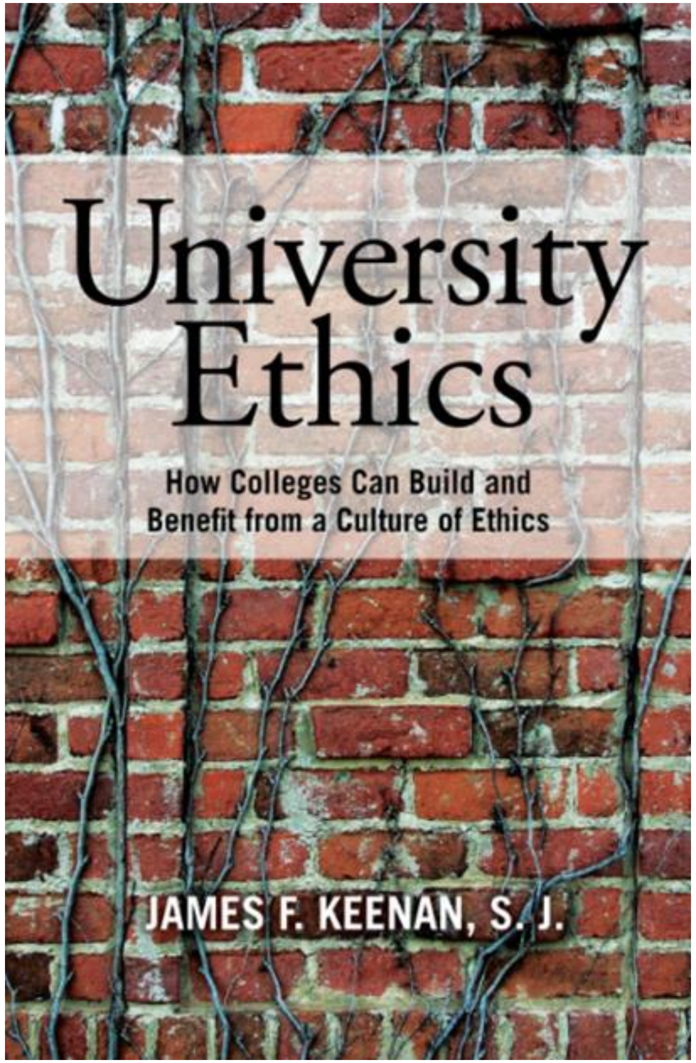

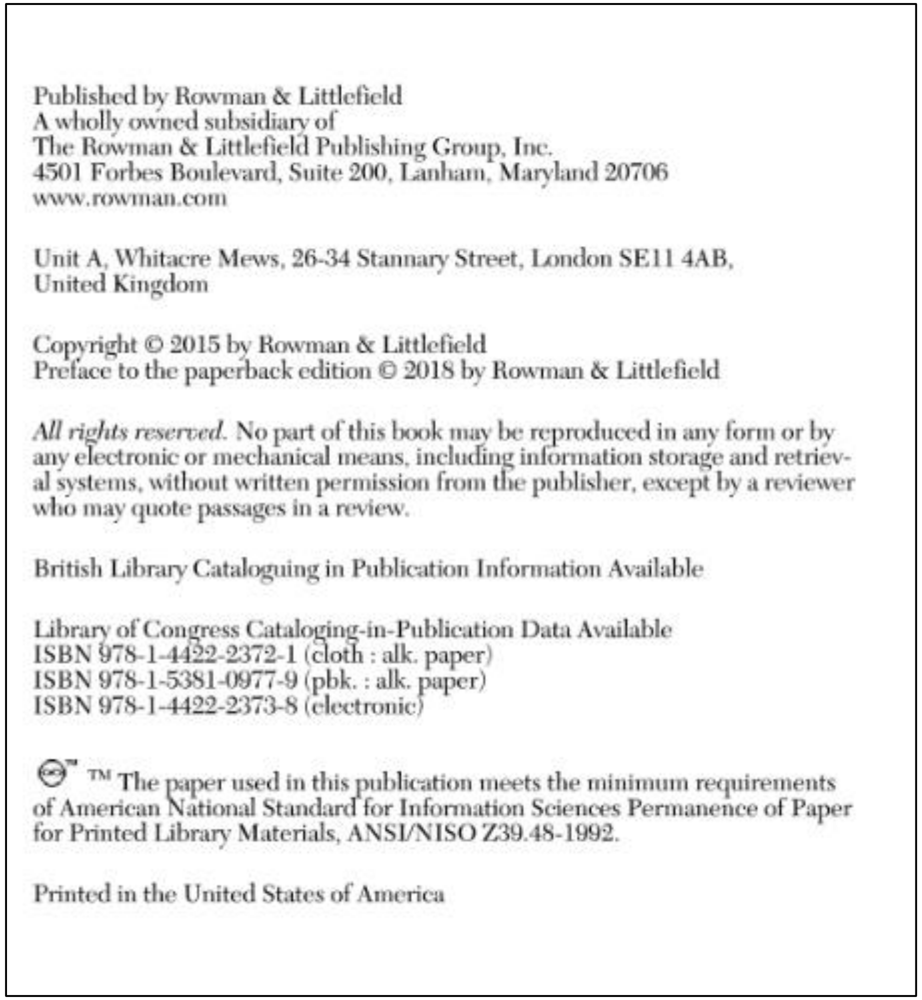
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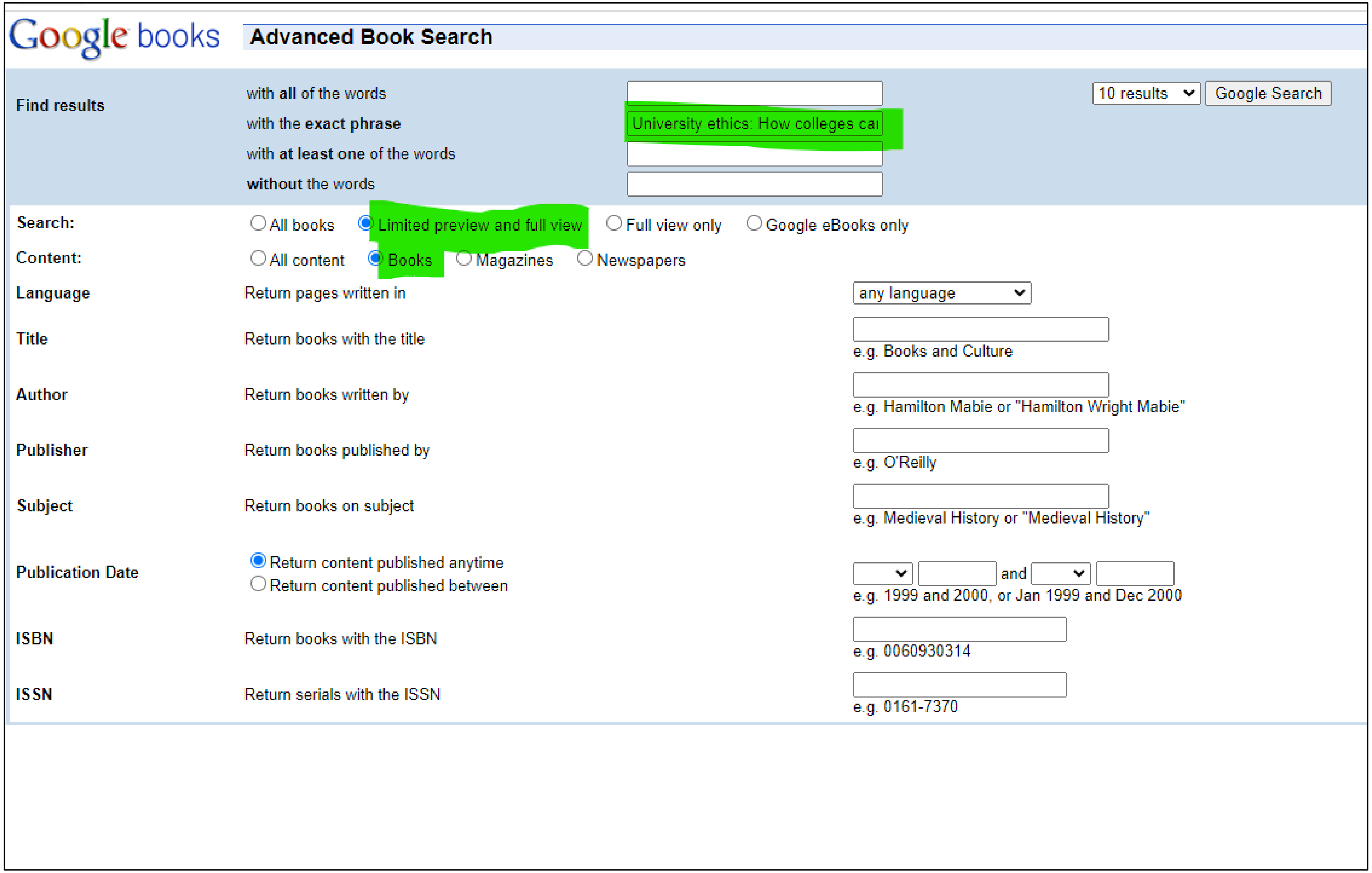

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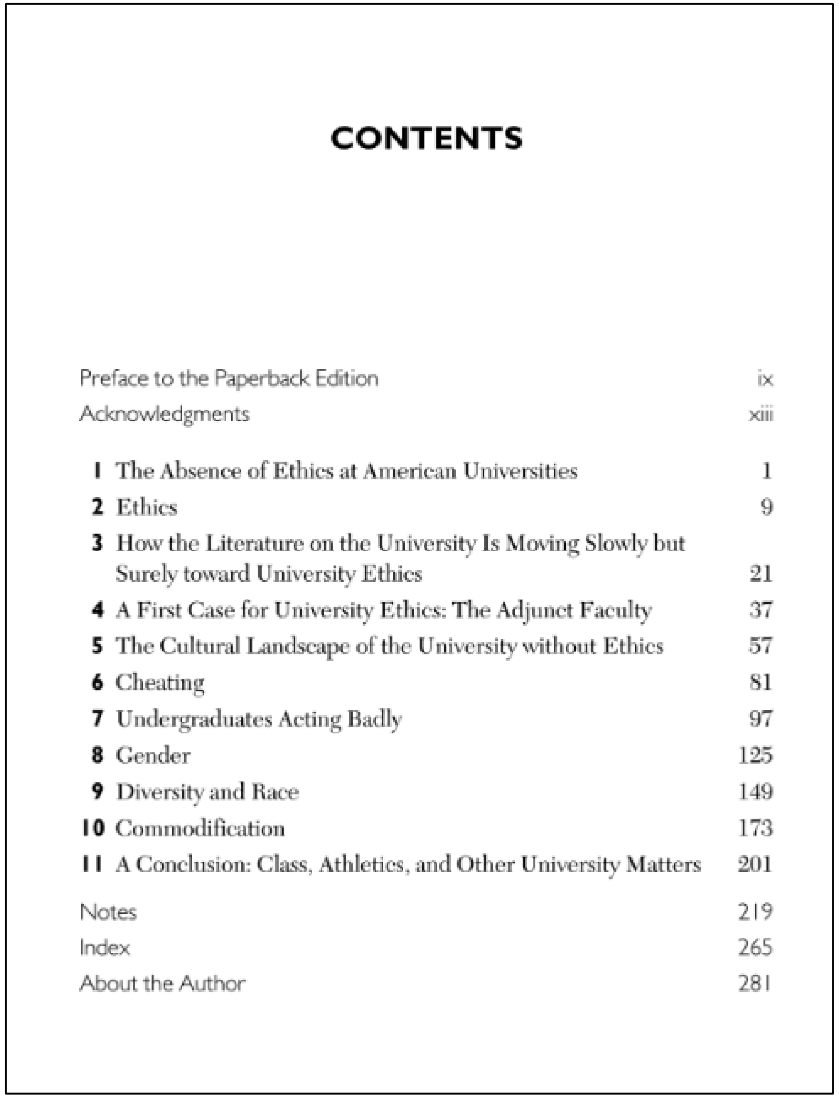

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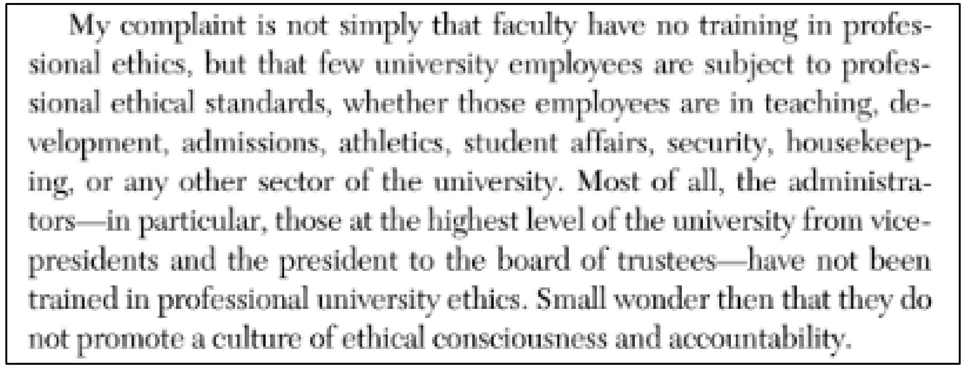
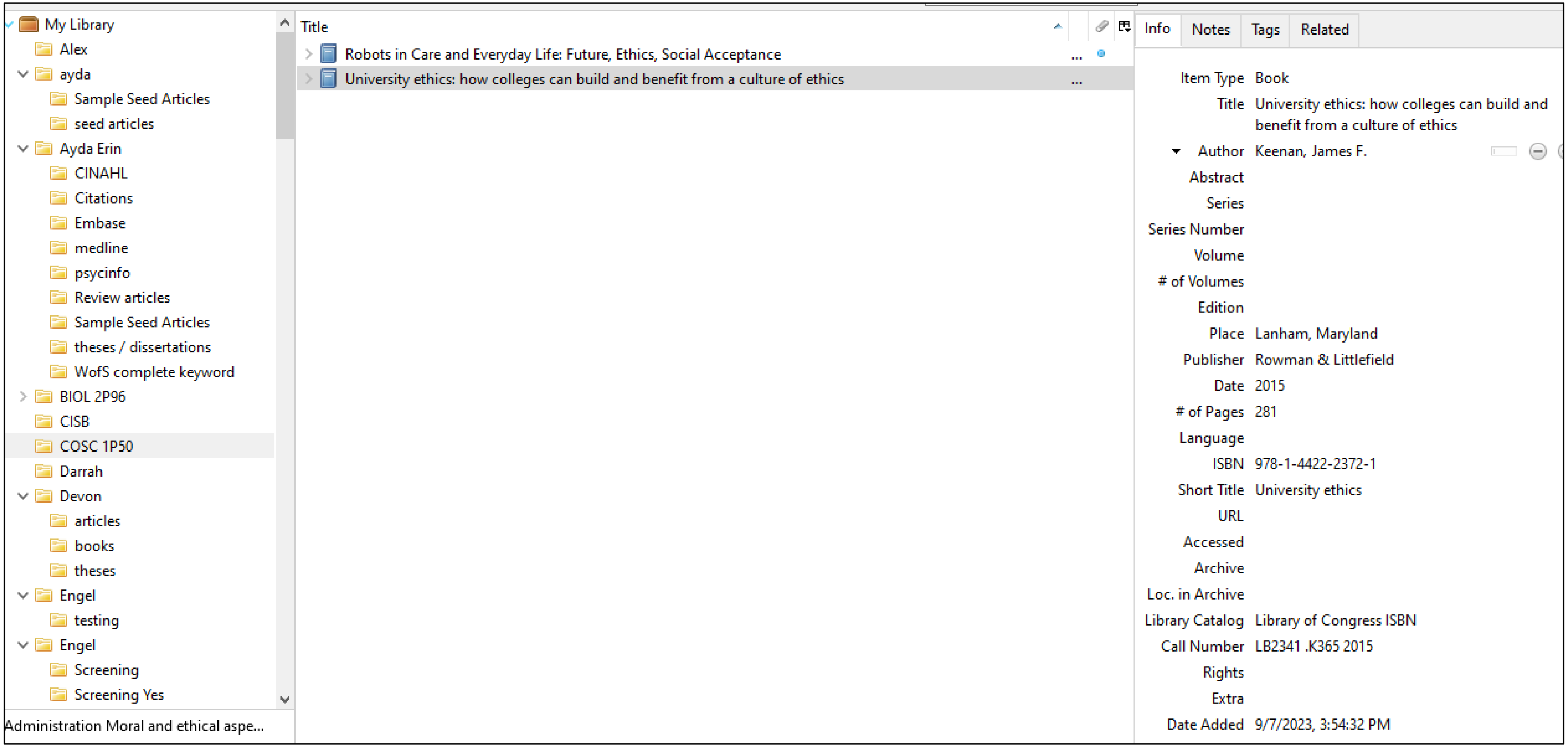
Keenan, J. F. (2015). *University ethics: How colleges can build and benefit from a culture of ethics*. Rowman & Littlefield.



My complaint is not simply that faculty have no training in professional ethics, but that few university employees are subject to professional ethical standards, whether those employees are in teaching, development, admissions, athletics, student affairs, security, housekeeping, or any other sector of the university. Most of all, the administrators—in particular, those at the highest level of the university from vice-presidents and the president to the board of trustees—have not been trained in professional university ethics. Small wonder then that they do not promote a culture of ethical consciousness and accountability.



Robots in Care and Everyday Life: Future, Ethics, Social Acceptance

University ethics: how colleges can build and benefit from a culture of ethics

Item Type	Book
Title	University ethics: how colleges can build and benefit from a culture of ethics
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Abstract	
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Place	Lanham, Maryland
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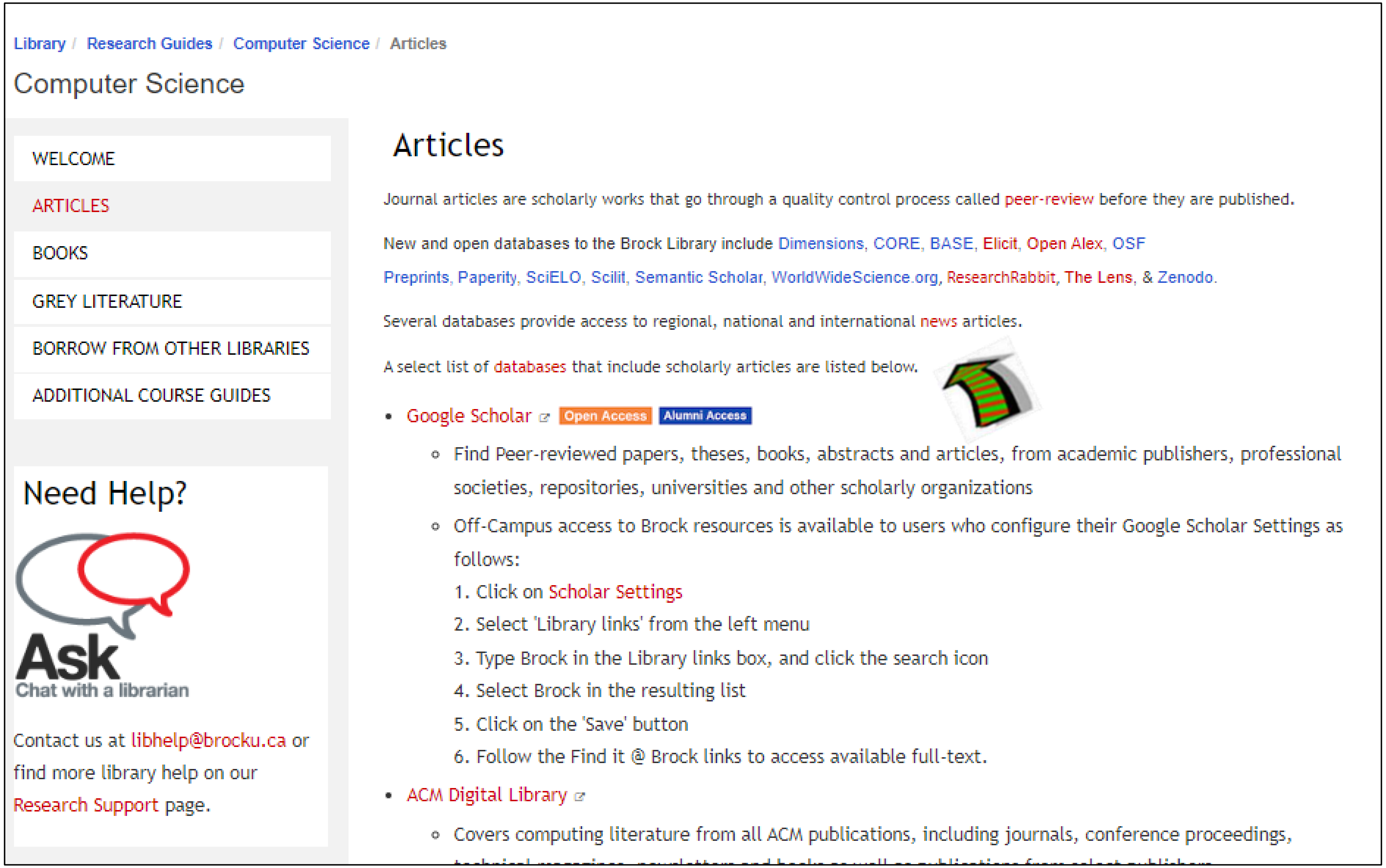
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Where, how and when to get help!



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Computer Science

Articles

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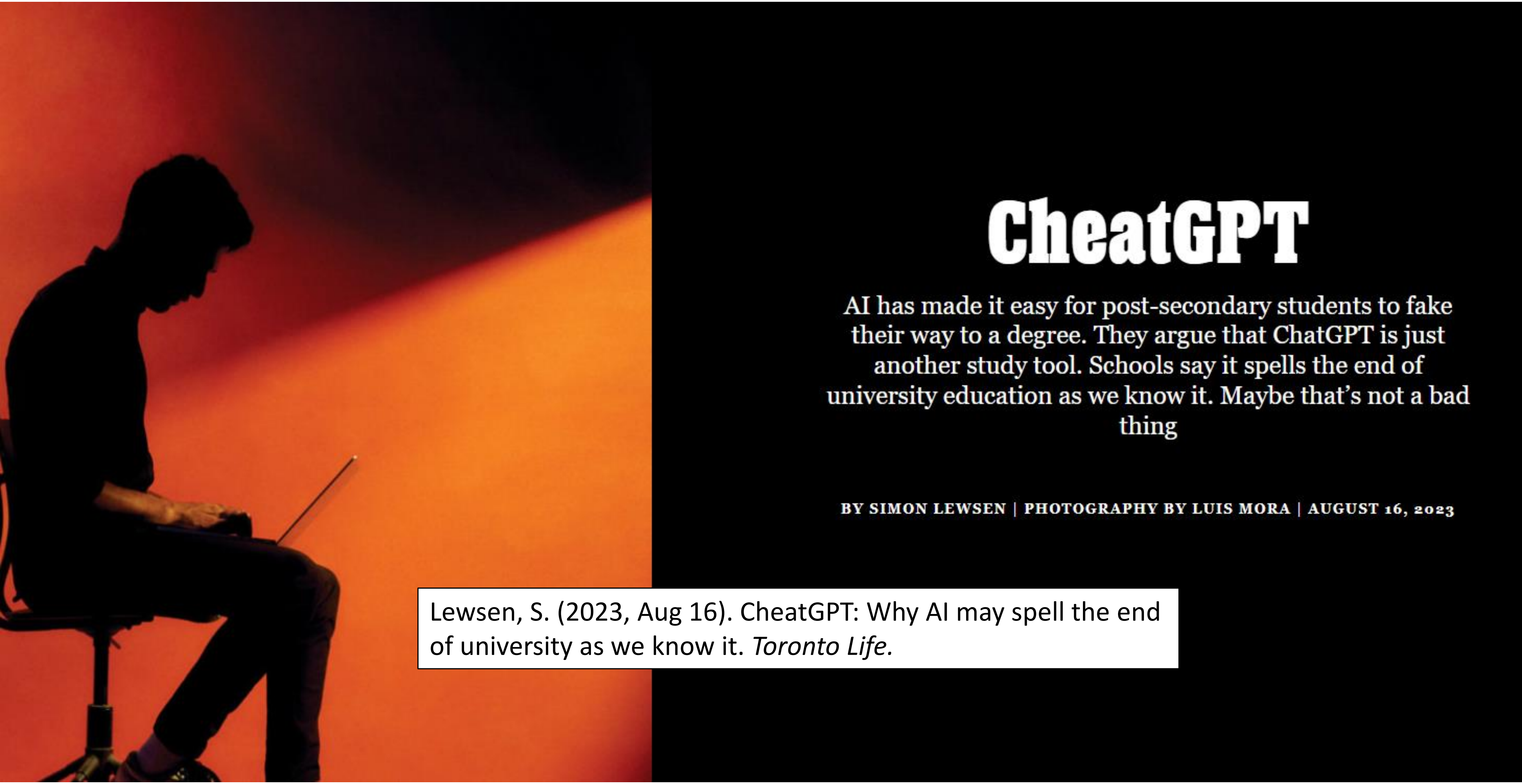
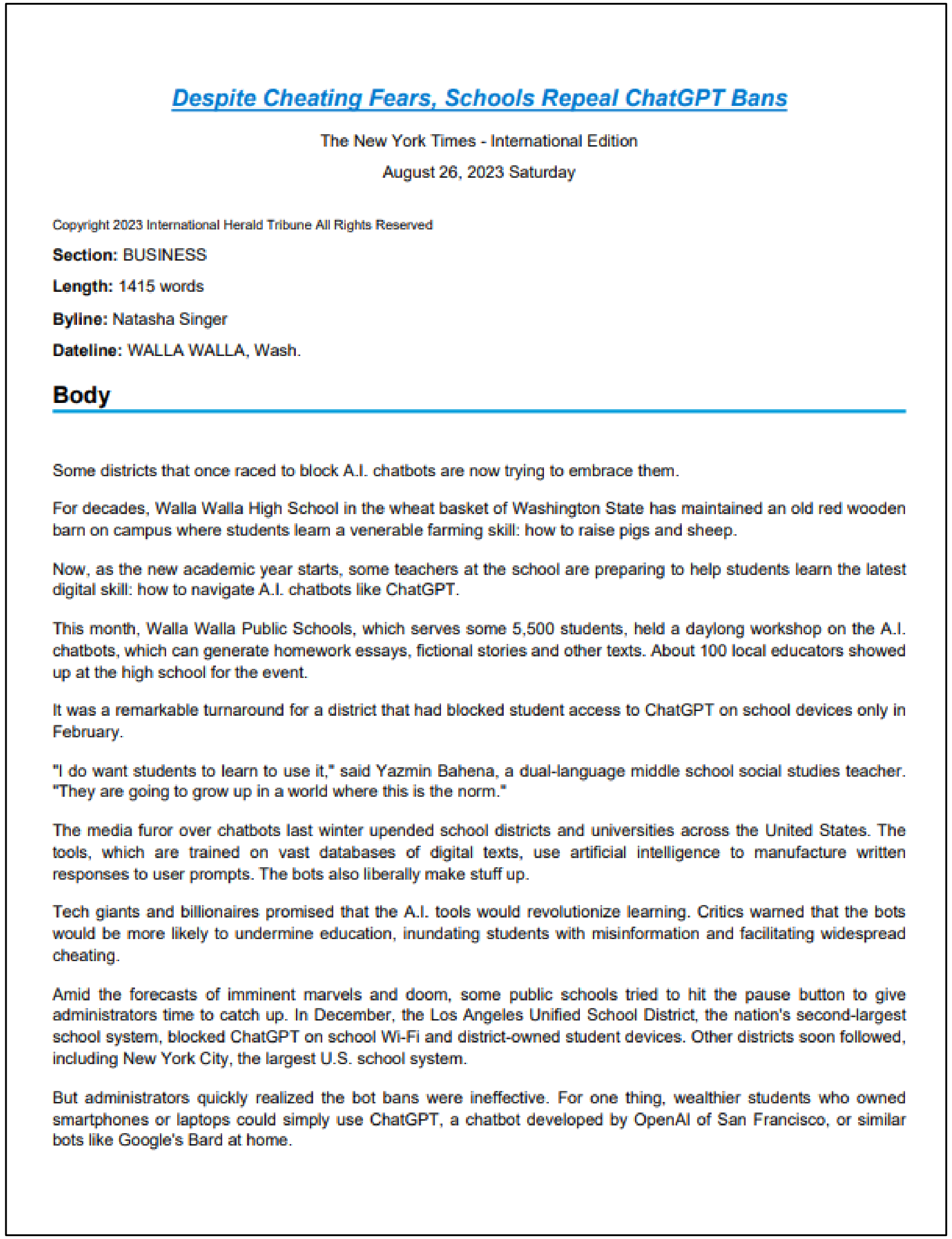


CheatGPT

AI has made it easy for post-secondary students to fake their way to a degree. They argue that ChatGPT is just another study tool. Schools say it spells the end of university education as we know it. Maybe that's not a bad thing

BY SIMON LEWSEN | PHOTOGRAPHY BY LUIS MORA | AUGUST 16, 2023

Lewsen, S. (2023, Aug 16). CheatGPT: Why AI may spell the end of university as we know it. *Toronto Life.*



Despite Cheating Fears, Schools Repeal ChatGPT Bans

The New York Times - International Edition
August 26, 2023 Saturday

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Section: BUSINESS
Length: 1415 words
Byline: Natasha Singer
Dateline: WALLA WALLA, Wash.

Body

Some districts that once raced to block A.I. chatbots are now trying to embrace them.

For decades, Walla Walla High School in the wheat basket of Washington State has maintained an old red wooden barn on campus where students learn a venerable farming skill: how to raise pigs and sheep.

Now, as the new academic year starts, some teachers at the school are preparing to help students learn the latest digital skill: how to navigate A.I. chatbots like ChatGPT.

This month, Walla Walla Public Schools, which serves some 5,500 students, held a daylong workshop on the A.I. chatbots, which can generate homework essays, fictional stories and other texts. About 100 local educators showed up at the high school for the event.

It was a remarkable turnaround for a district that had blocked student access to ChatGPT on school devices only in February.

"I do want students to learn to use it," said Yazmin Bahena, a dual-language middle school social studies teacher. "They are going to grow up in a world where this is the norm."

The media furor over chatbots last winter upended school districts and universities across the United States. The tools, which are trained on vast databases of digital texts, use artificial intelligence to manufacture written responses to user prompts. The bots also liberally make stuff up.

Tech giants and billionaires promised that the A.I. tools would revolutionize learning. Critics warned that the bots would be more likely to undermine education, inundating students with misinformation and facilitating widespread cheating.

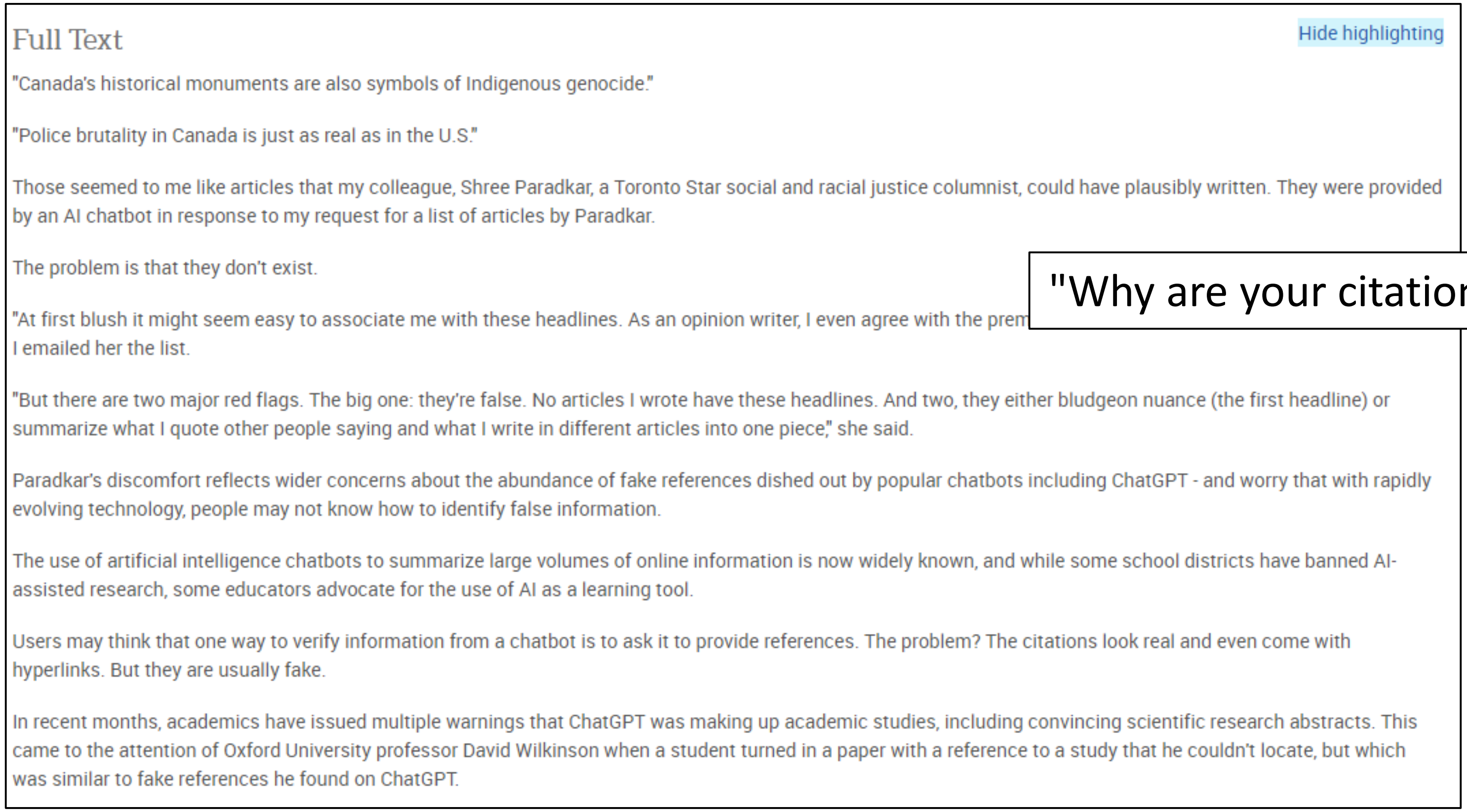
Amid the forecasts of imminent marvels and doom, some public schools tried to hit the pause button to give administrators time to catch up. In December, the Los Angeles Unified School District, the nation's second-largest school system, blocked ChatGPT on school Wi-Fi and district-owned student devices. Other districts soon followed, including New York City, the largest U.S. school system.

But administrators quickly realized the bot bans were ineffective. For one thing, wealthier students who owned smartphones or laptops could simply use ChatGPT, a chatbot developed by OpenAI of San Francisco, or similar bots like Google's Bard at home.

Singer, N. (2023, Aug 26). Despite cheating fears, schools repeal ChatGPT bans. *New York Times*.

"The world our kids are inheriting is going to be full of A.I., and we need to make sure they are well equipped for it, both the benefits and the drawbacks," Wade Smith, the superintendent of Walla Walla Public Schools, said in a recent interview. "Putting our heads behind the curtain or under the sheets and hoping it goes away is simply not reality."

"Why are your citations fake?" I asked ChatGPT.



Full Text

"Canada's historical monuments are also symbols of Indigenous genocide."

"Police brutality in Canada is just as real as in the U.S."

Those seemed to me like articles that my colleague, Shree Paradkar, a Toronto Star social and racial justice columnist, could have plausibly written. They were provided by an AI chatbot in response to my request for a list of articles by Paradkar.

The problem is that they don't exist.

"At first blush it might seem easy to associate me with these headlines. As an opinion writer, I even agree with the prem

I emailed her the list.

"But there are two major red flags. The big one: they're false. No articles I wrote have these headlines. And two, they either bludgeon nuance (the first headline) or summarize what I quote other people saying and what I write in different articles into one piece," she said.

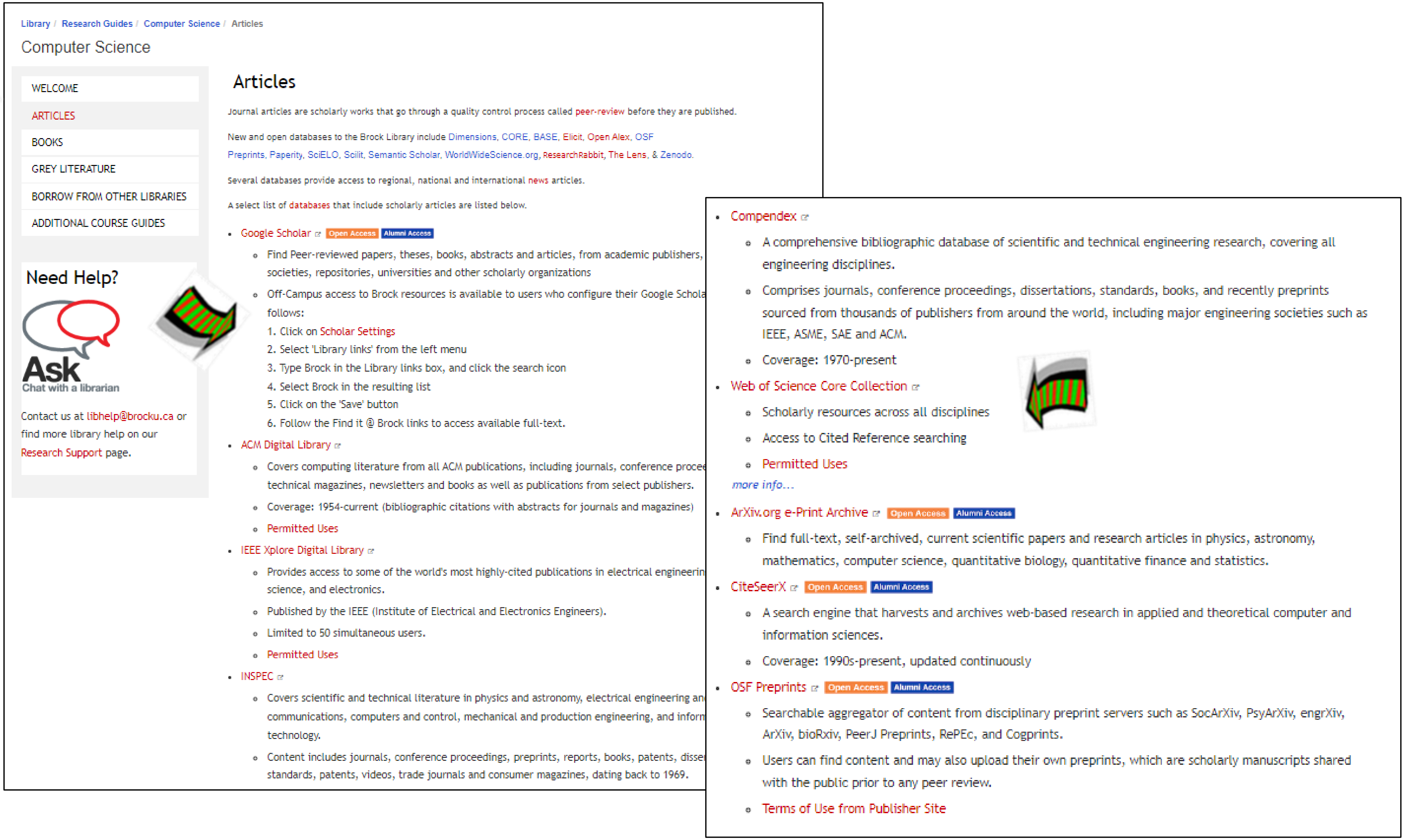
Paradkar's discomfort reflects wider concerns about the abundance of fake references dished out by popular chatbots including ChatGPT - and worry that with rapidly evolving technology, people may not know how to identify false information.

The use of artificial intelligence chatbots to summarize large volumes of online information is now widely known, and while some school districts have banned AI-assisted research, some educators advocate for the use of AI as a learning tool.

Users may think that one way to verify information from a chatbot is to ask it to provide references. The problem? The citations look real and even come with hyperlinks. But they are usually fake.

In recent months, academics have issued multiple warnings that ChatGPT was making up academic studies, including convincing scientific research abstracts. This came to the attention of Oxford University professor David Wilkinson when a student turned in a paper with a reference to a study that he couldn't locate, but which was similar to fake references he found on ChatGPT.

Are chatbots citing real fake news. (2023, Apr 16). *Toronto Star*



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- Top 10 resources you should know about!
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Where, how and when to get help!

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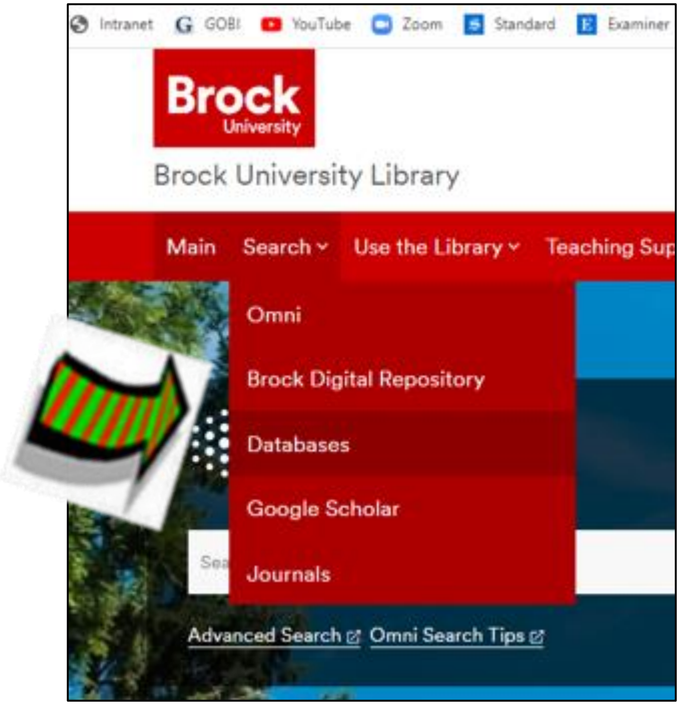

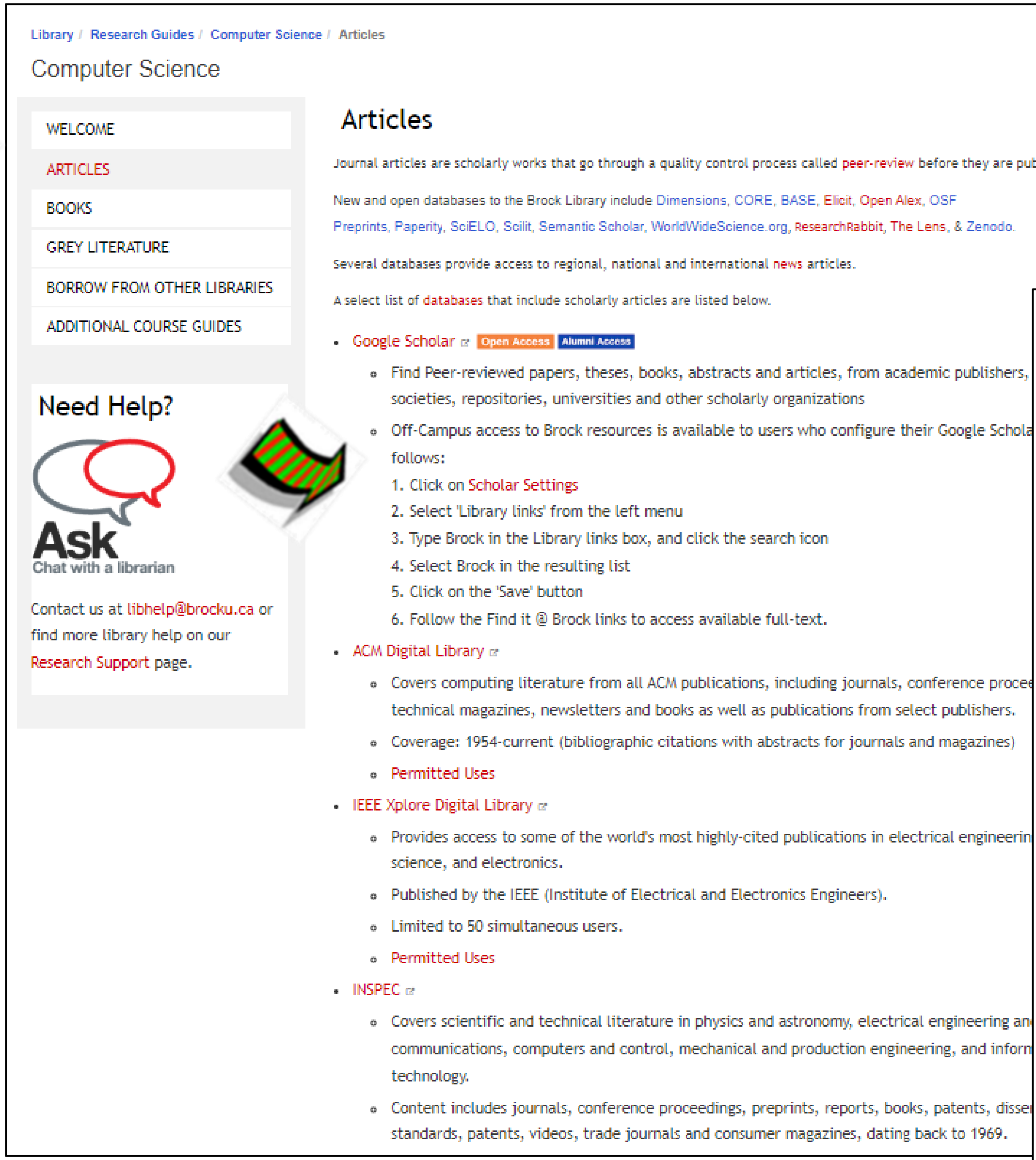

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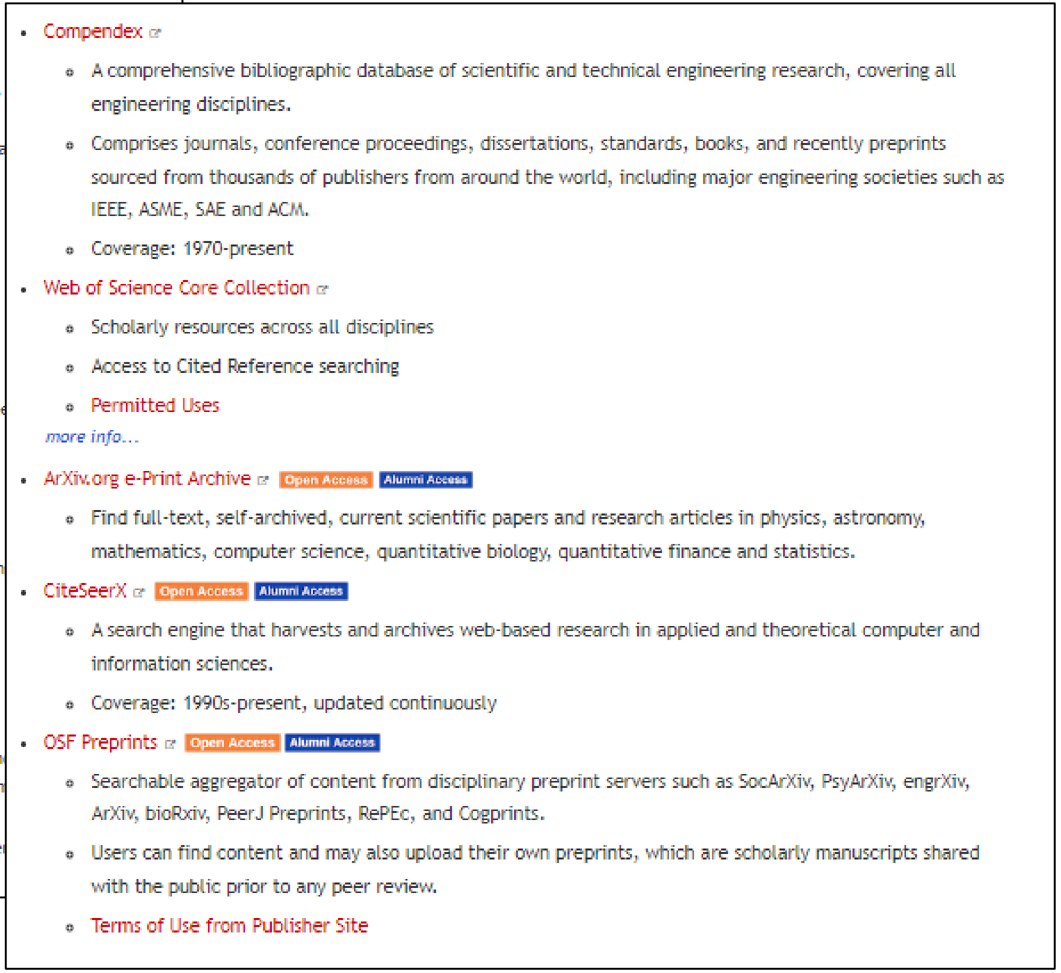

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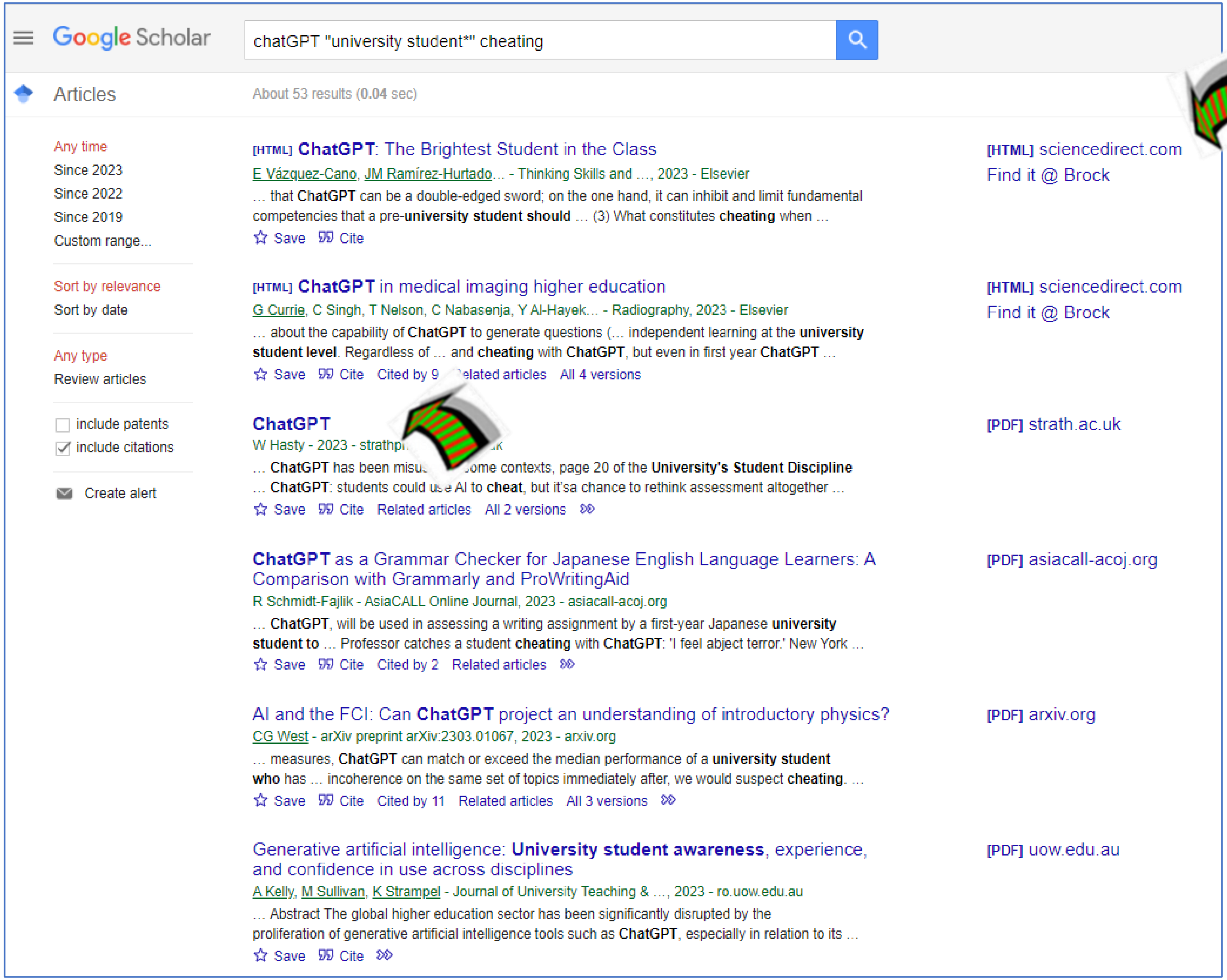

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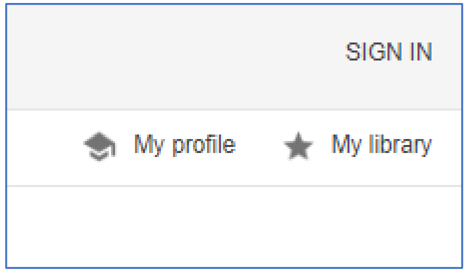

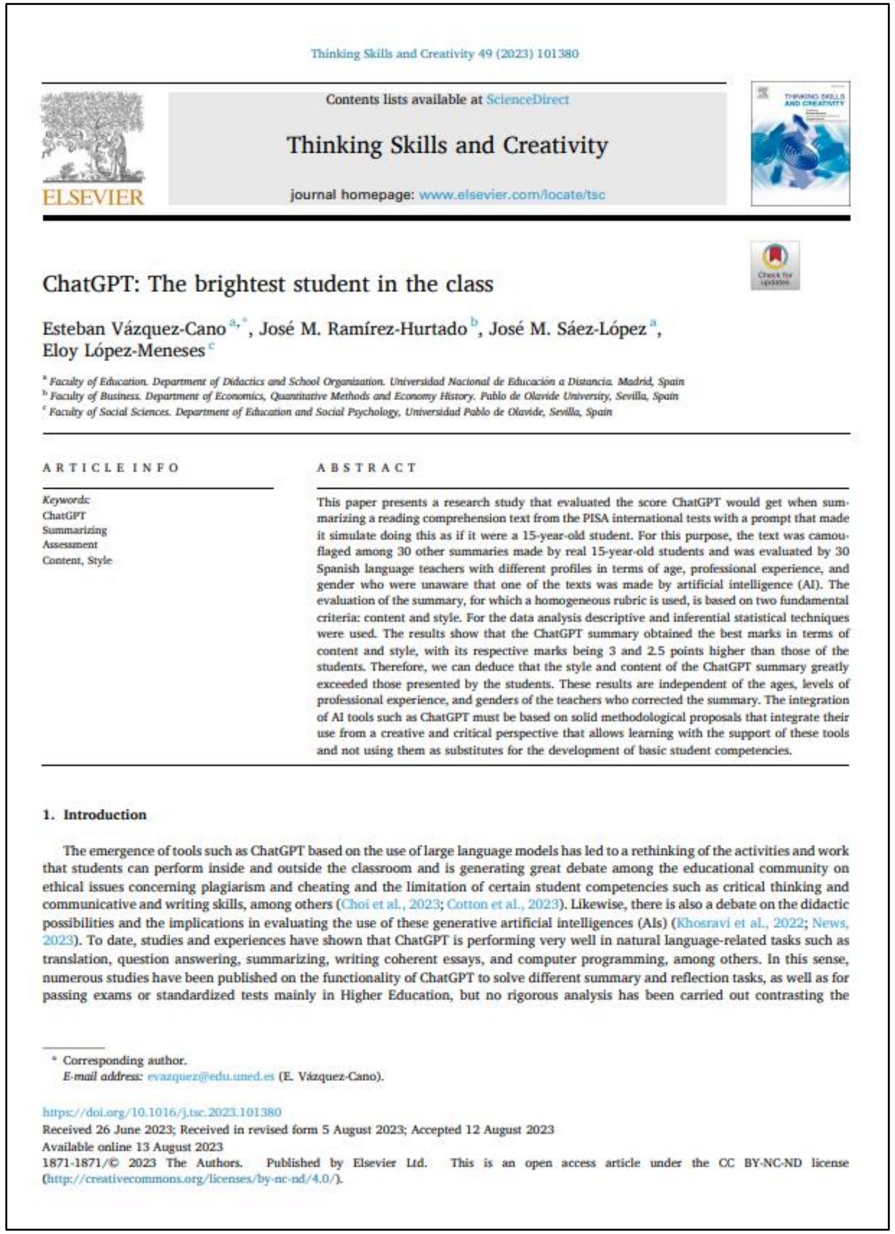

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ChatGPT: The brightest student in the class

Esteban Vázquez-Cano[a,*], José M. Ramírez-Hurtado[b], José M. Sáez-López[a], Eloy López-Meneses[c]

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[b] *Faculty of Business. Department of Economics, Quantitative Methods and Economy History. Pablo de Olavide University, Sevilla, Spain*
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ARTICLE INFO

Keywords:
ChatGPT
Summarizing
Assessment
Content, Style

ABSTRACT

This paper presents a research study that evaluated the score ChatGPT would get when summarizing a reading comprehension text from the PISA international tests with a prompt that made it simulate doing this as if it were a 15-year-old student. For this purpose, the text was camouflaged among 30 other summaries made by real 15-year-old students and was evaluated by 30 Spanish language teachers with different profiles in terms of age, professional experience, and gender who were unaware that one of the texts was made by artificial intelligence (AI). The evaluation of the summary, for which a homogeneous rubric is used, is based on two fundamental criteria: content and style. For the data analysis descriptive and inferential statistical techniques were used. The results show that the ChatGPT summary obtained the best marks in terms of content and style, with its respective marks being 3 and 2.5 points higher than those of the students. Therefore, we can deduce that the style and content of the ChatGPT summary greatly exceeded those presented by the students. These results are independent of the ages, levels of professional experience, and genders of the teachers who corrected the summary. The integration of AI tools such as ChatGPT must be based on solid methodological proposals that integrate their use from a creative and critical perspective that allows learning with the support of these tools and not using them as substitutes for the development of basic student competencies.

1. Introduction

The emergence of tools such as ChatGPT based on the use of large language models has led to a rethinking of the activities and work that students can perform inside and outside the classroom and is generating great debate among the educational community on ethical issues concerning plagiarism and cheating and the limitation of certain student competencies such as critical thinking and communicative and writing skills, among others (Choi et al., 2023; Cotton et al., 2023). Likewise, there is also a debate on the didactic possibilities and the implications in evaluating the use of these generative artificial intelligences (AIs) (Khosravi et al., 2022; News, 2023). To date, studies and experiences have shown that ChatGPT is performing very well in natural language-related tasks such as translation, question answering, summarizing, writing coherent essays, and computer programming, among others. In this sense, numerous studies have been published on the functionality of ChatGPT to solve different summary and reflection tasks, as well as for passing exams or standardized tests mainly in Higher Education, but no rigorous analysis has been carried out contrasting the

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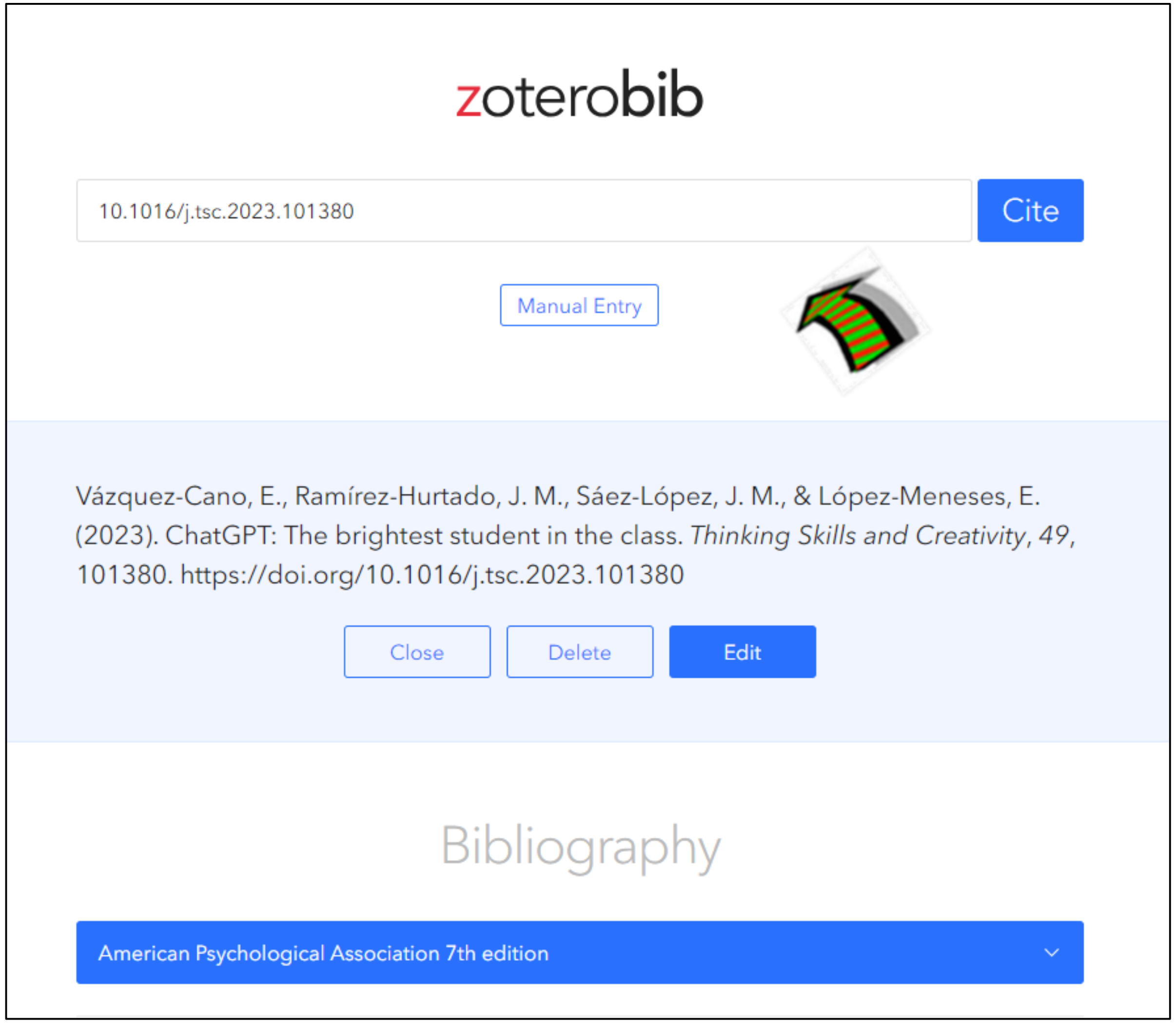

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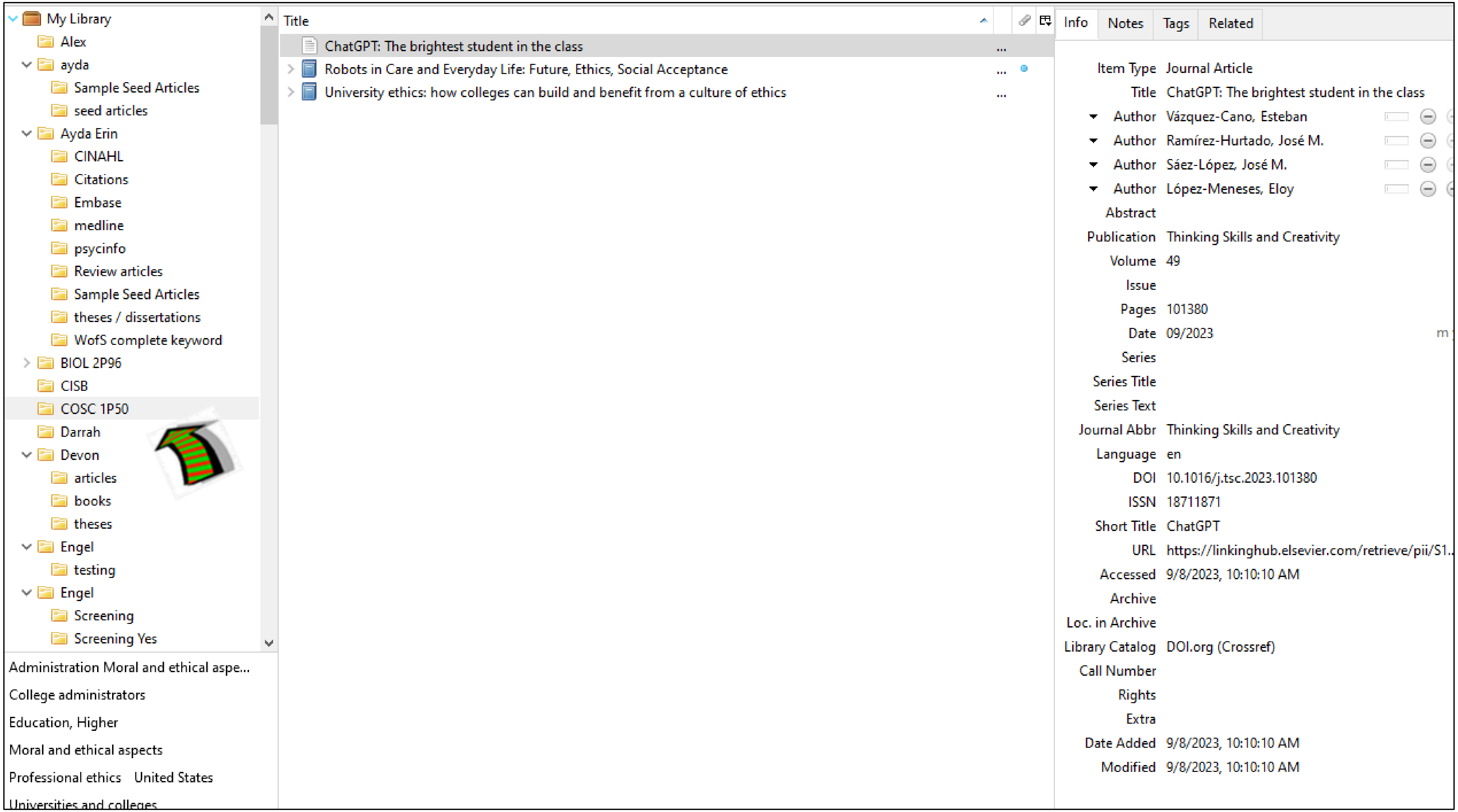

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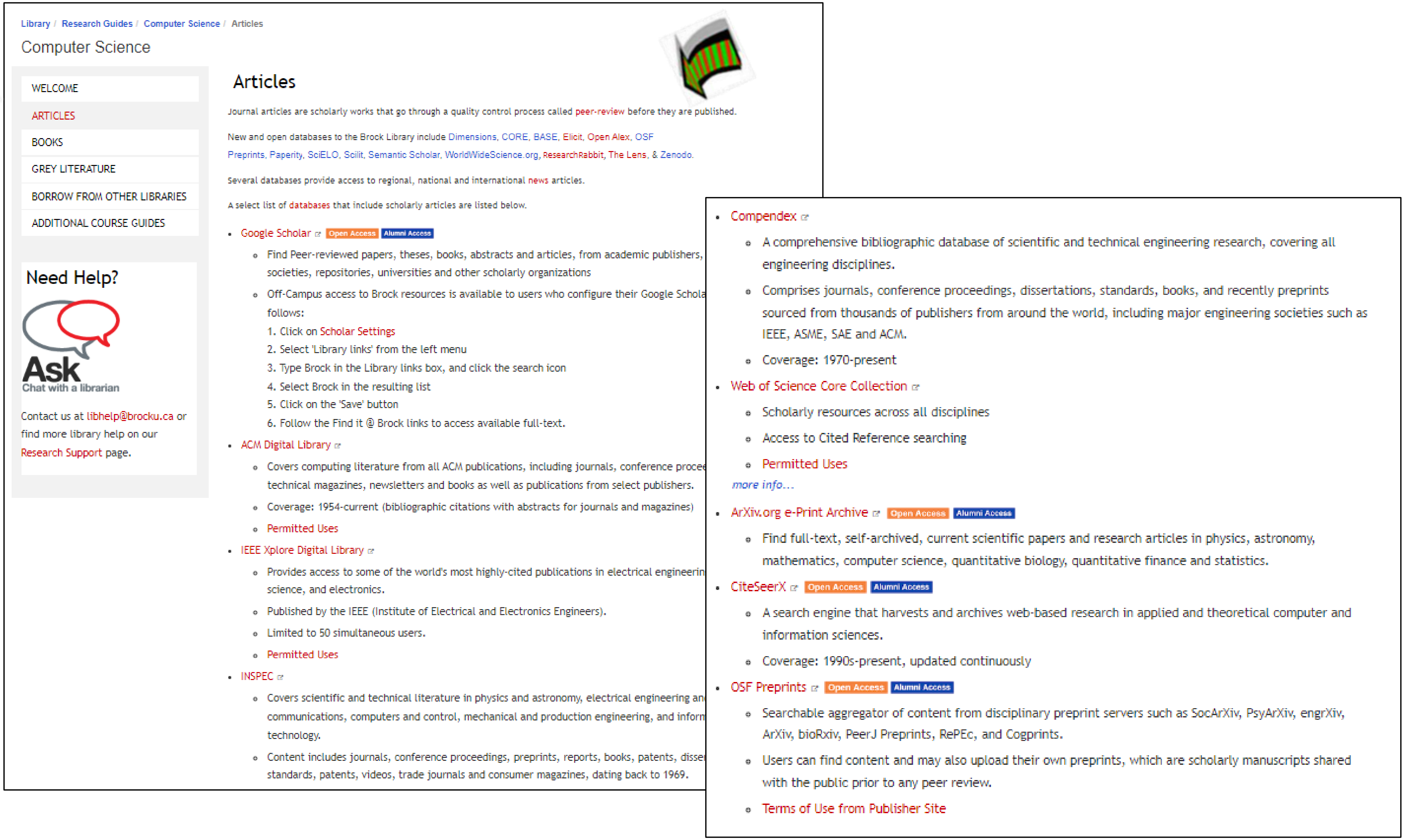

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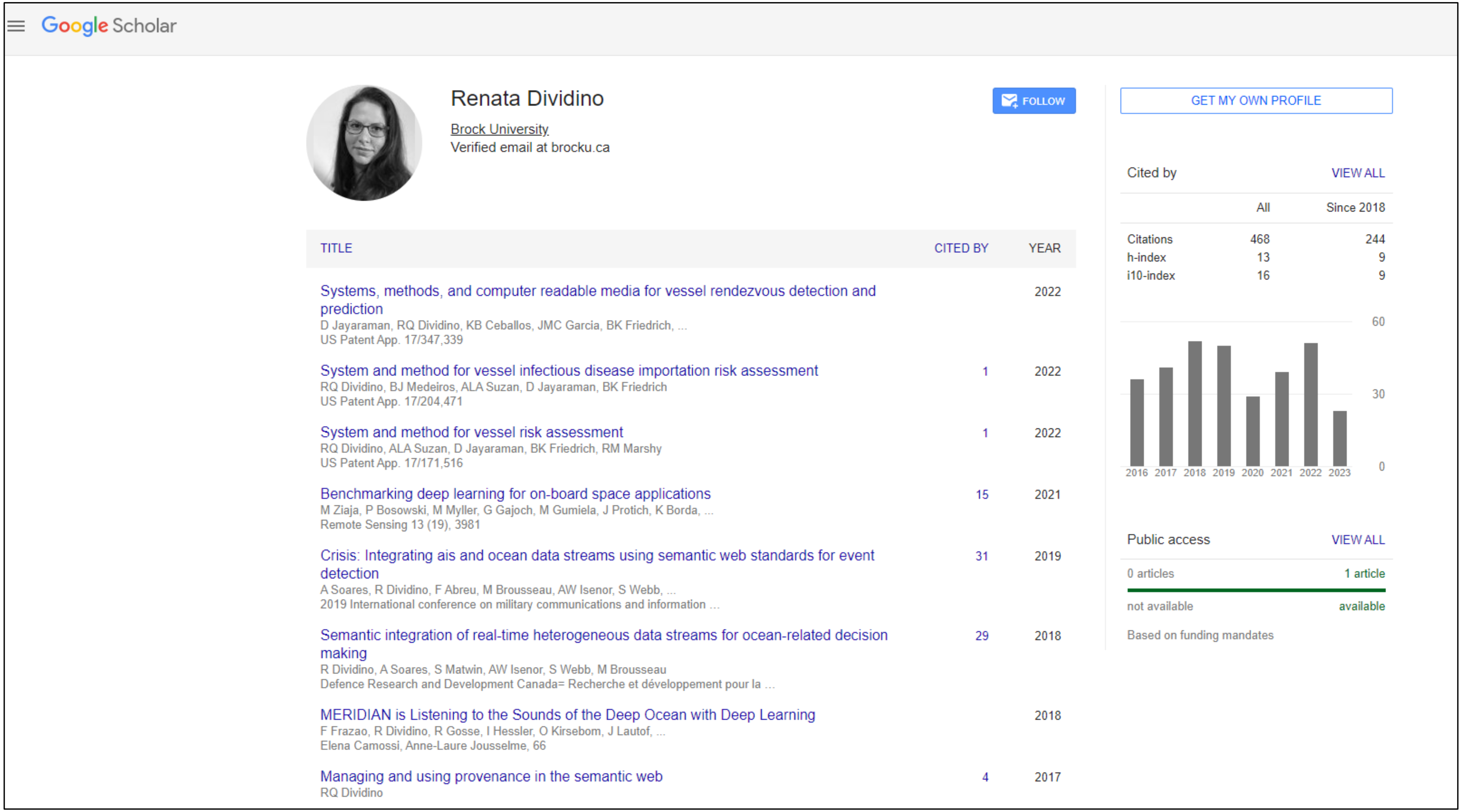

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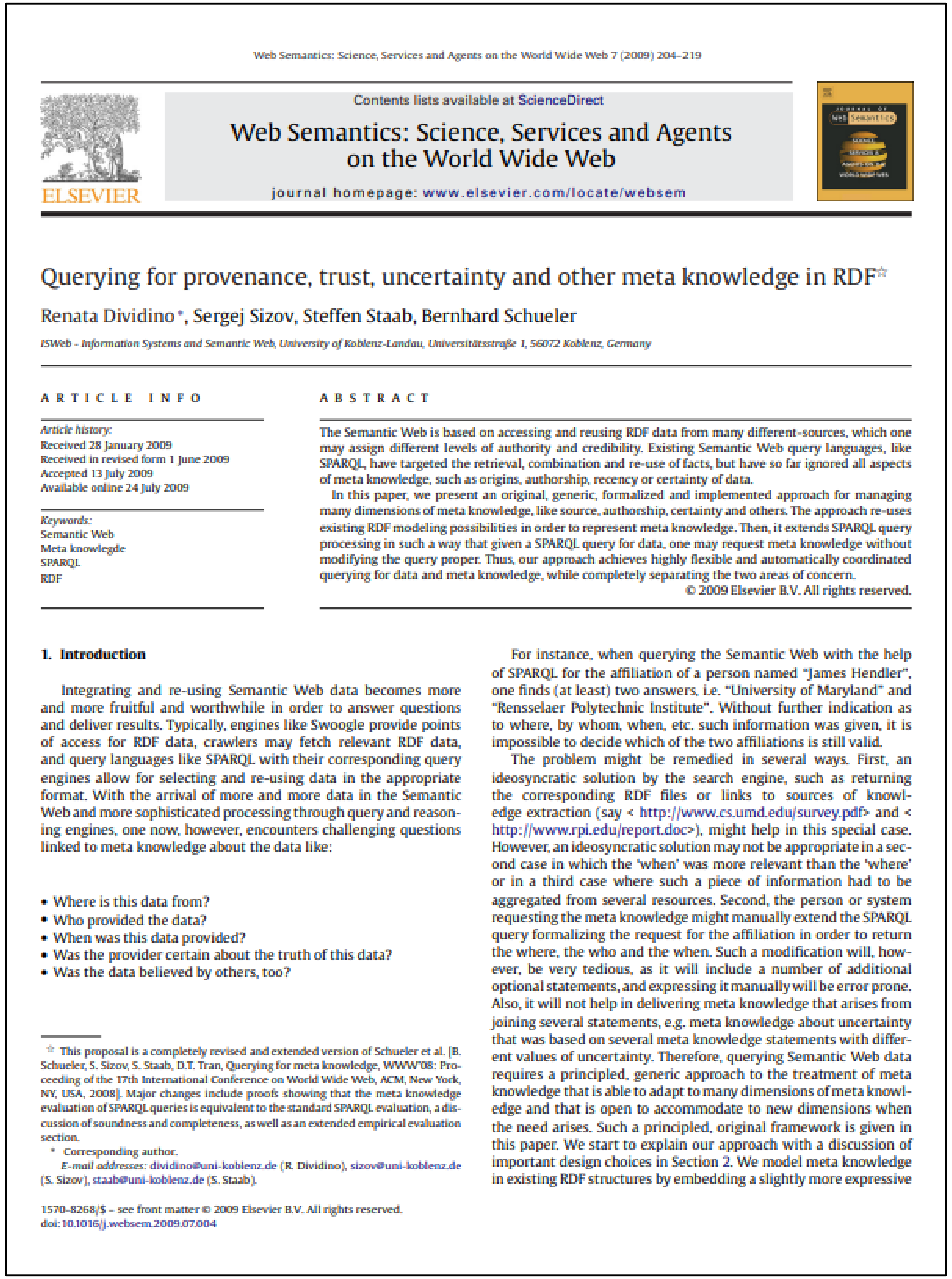

Web Semantics: Science, Services and Agents on the World Wide Web 7 (2009) 204–219

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Web Semantics: Science, Services and Agents on the World Wide Web

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Querying for provenance, trust, uncertainty and other meta knowledge in RDF[☆]

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ABSTRACT

The Semantic Web is based on accessing and reusing RDF data from many different-sources, which one may assign different levels of authority and credibility. Existing Semantic Web query languages, like SPARQL, have targeted the retrieval, combination and re-use of facts, but have so far ignored all aspects of meta knowledge, such as origins, authorship, recency or certainty of data.

In this paper, we present an original, generic, formalized and implemented approach for managing many dimensions of meta knowledge, like source, authorship, certainty and others. The approach re-uses existing RDF modeling possibilities in order to represent meta knowledge. Then, it extends SPARQL query processing in such a way that given a SPARQL query for data, one may request meta knowledge without modifying the query proper. Thus, our approach achieves highly flexible and automatically coordinated querying for data and meta knowledge, while completely separating the two areas of concern.

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1. Introduction

Integrating and re-using Semantic Web data becomes more and more fruitful and worthwhile in order to answer questions and deliver results. Typically, engines like Swoogle provide points of access for RDF data, crawlers may fetch relevant RDF data, and query languages like SPARQL with their corresponding query engines allow for selecting and re-using data in the appropriate format. With the arrival of more and more data in the Semantic Web and more sophisticated processing through query and reasoning engines, one now, however, encounters challenging questions linked to meta knowledge about the data like:

- Where is this data from?
- Who provided the data?
- When was this data provided?
- Was the provider certain about the truth of this data?
- Was the data believed by others, too?

For instance, when querying the Semantic Web with the help of SPARQL for the affiliation of a person named "James Hendler", one finds (at least) two answers, i.e. "University of Maryland" and "Rensselaer Polytechnic Institute". Without further indication as to where, by whom, when, etc. such information was given, it is impossible to decide which of the two affiliations is still valid.

The problem might be remedied in several ways. First, an ideosyncratic solution by the search engine, such as returning the corresponding RDF files or links to sources of knowledge extraction (say < http://www.cs.umd.edu/survey.pdf> and < http://www.rpi.edu/report.doc>), might help in this special case. However, an ideosyncratic solution may not be appropriate in a second case in which the 'when' was more relevant than the 'where' or in a third case where such a piece of information had to be aggregated from several resources. Second, the person or system requesting the meta knowledge might manually extend the SPARQL query formalizing the request for the affiliation in order to return the where, the who and the when. Such a modification will, however, be very tedious, as it will include a number of additional optional statements, and expressing it manually will be error prone. Also, it will not help in delivering meta knowledge that arises from joining several statements, e.g. meta knowledge about uncertainty that was based on several meta knowledge statements with different values of uncertainty. Therefore, querying Semantic Web data requires a principled, generic approach to the treatment of meta knowledge that is able to adapt to many dimensions of meta knowledge and that is open to accommodate to new dimensions when the need arises. Such a principled, original framework is given in this paper. We start to explain our approach with a discussion of important design choices in Section 2. We model meta knowledge in existing RDF structures by embedding a slightly more expressive

---

[☆] This proposal is a completely revised and extended version of Schueler et al. [B. Schueler, S. Sizov, S. Staab, D.T. Tran, Querying for meta knowledge, WWW'08: Proceeding of the 17th International Conference on World Wide Web, ACM, New York, NY, USA, 2008]. Major changes include proofs showing that the meta knowledge evaluation of SPARQL queries is equivalent to the standard SPARQL evaluation, a discussion of soundness and completeness, as well as an extended empirical evaluation section.

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E-mail addresses: dividino@uni-koblenz.de (R. Dividino), sizov@uni-koblenz.de (S. Sizov), staab@uni-koblenz.de (S. Staab).

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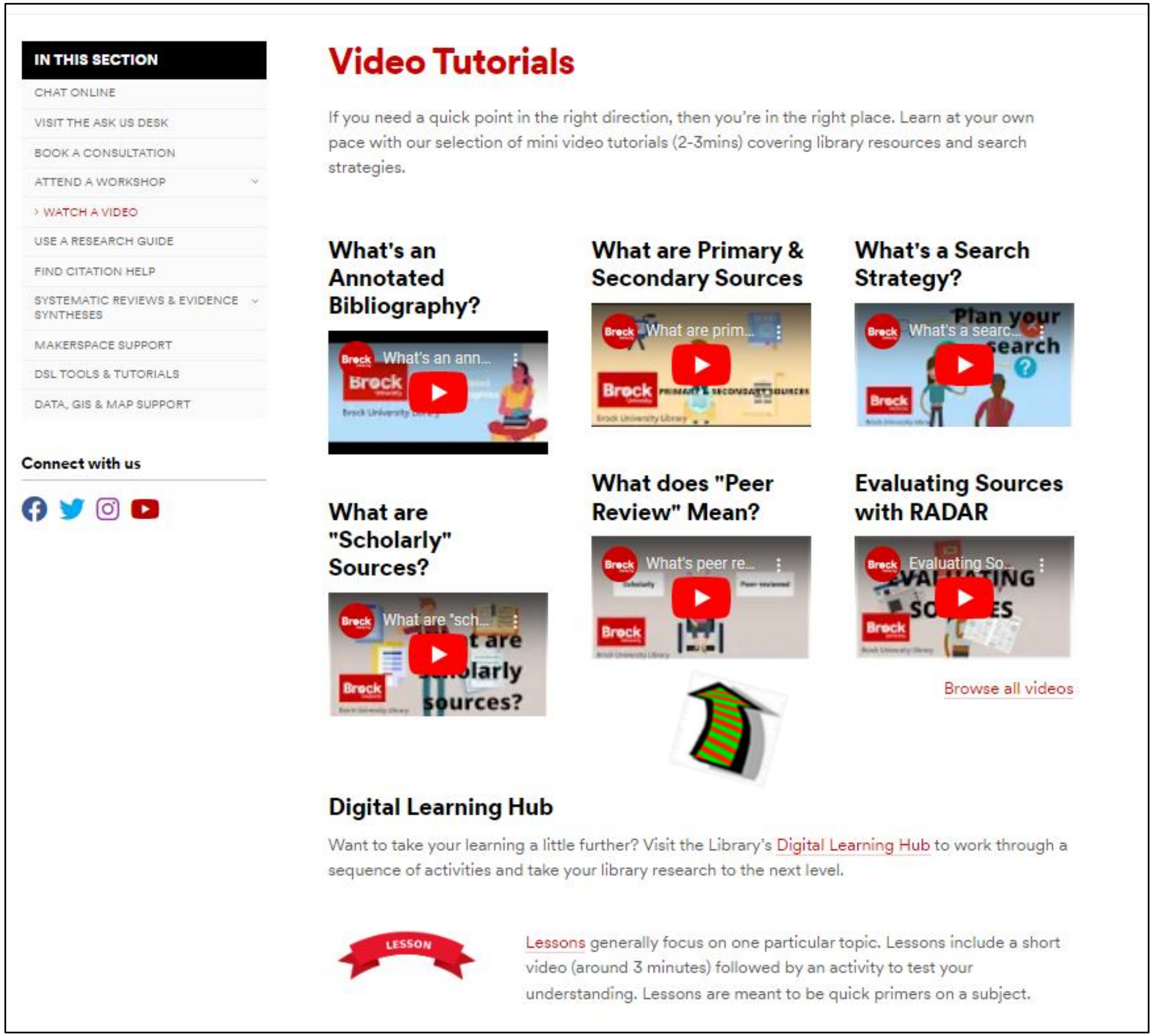

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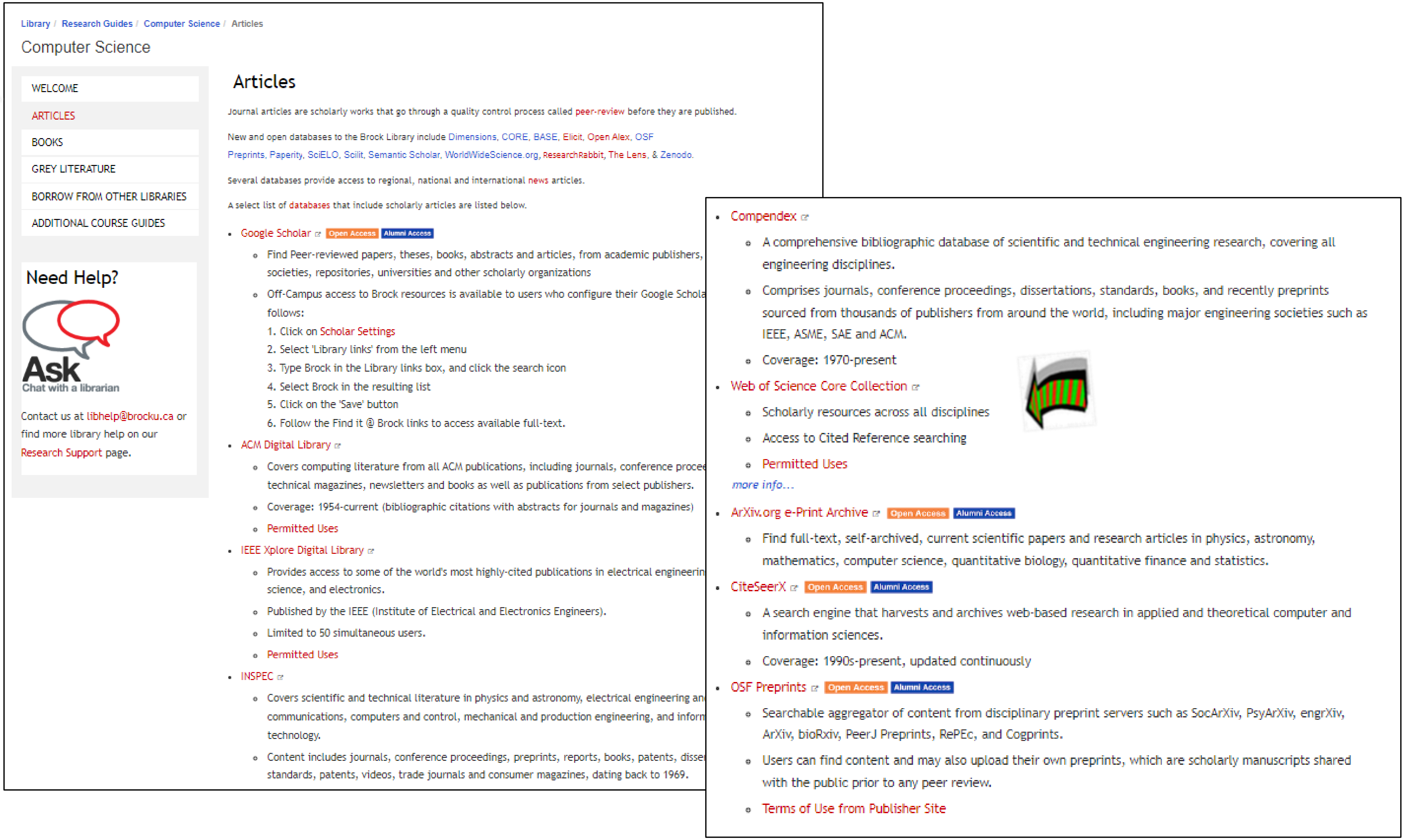

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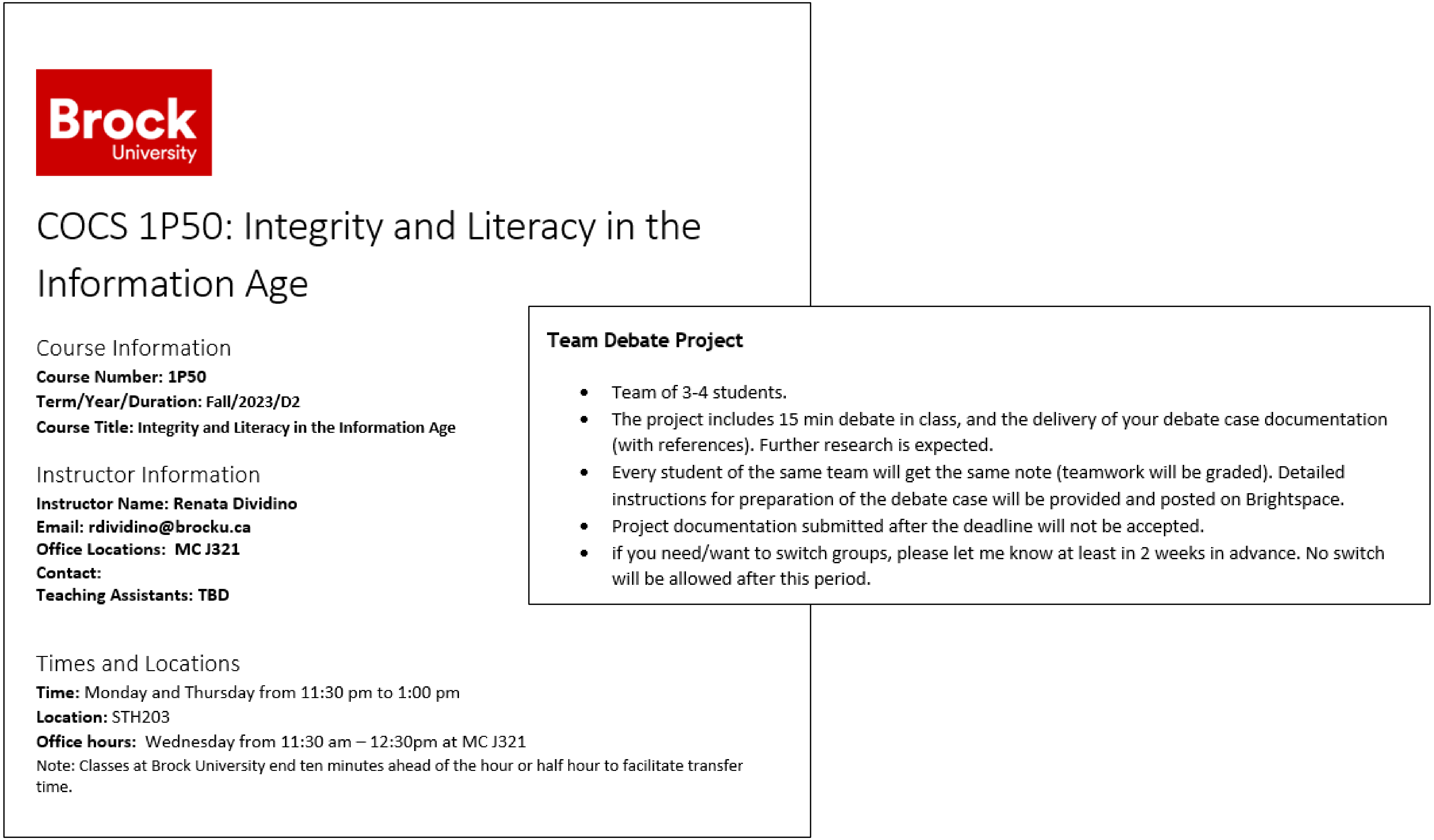

Brock University

COCS 1P50: Integrity and Literacy in the Information Age

Course Information

Course Number: 1P50
Term/Year/Duration: Fall/2023/D2
Course Title: Integrity and Literacy in the Information Age

Instructor Information

Instructor Name: Renata Dividino
Email: rdividino@brocku.ca
Office Locations: MC J321
Contact:
Teaching Assistants: TBD

Times and Locations

Time: Monday and Thursday from 11:30 pm to 1:00 pm
Location: STH203
Office hours: Wednesday from 11:30 am – 12:30pm at MC J321

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Is ChatGPT AI-driven software a threat to academic integrity in higher education?

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Is ChatGPT AI-driven software a threat to academic integrity in higher education?

1. ChatGPT / AI-driven software
2. academic integrity
3. higher education

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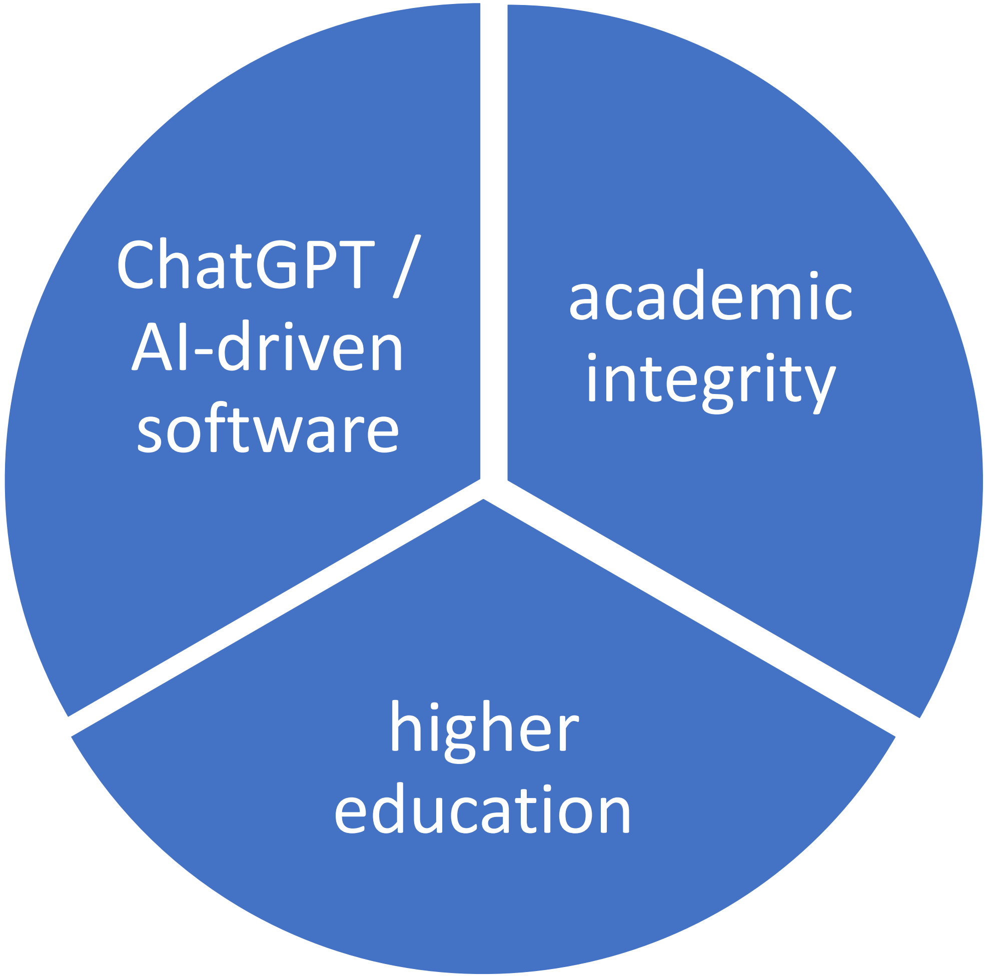

ChatGPT / AI-driven software

academic integrity

higher education

Is ChatGPT AI-driven software a threat to academic integrity in higher education?

1. ChatGPT / AI-driven software
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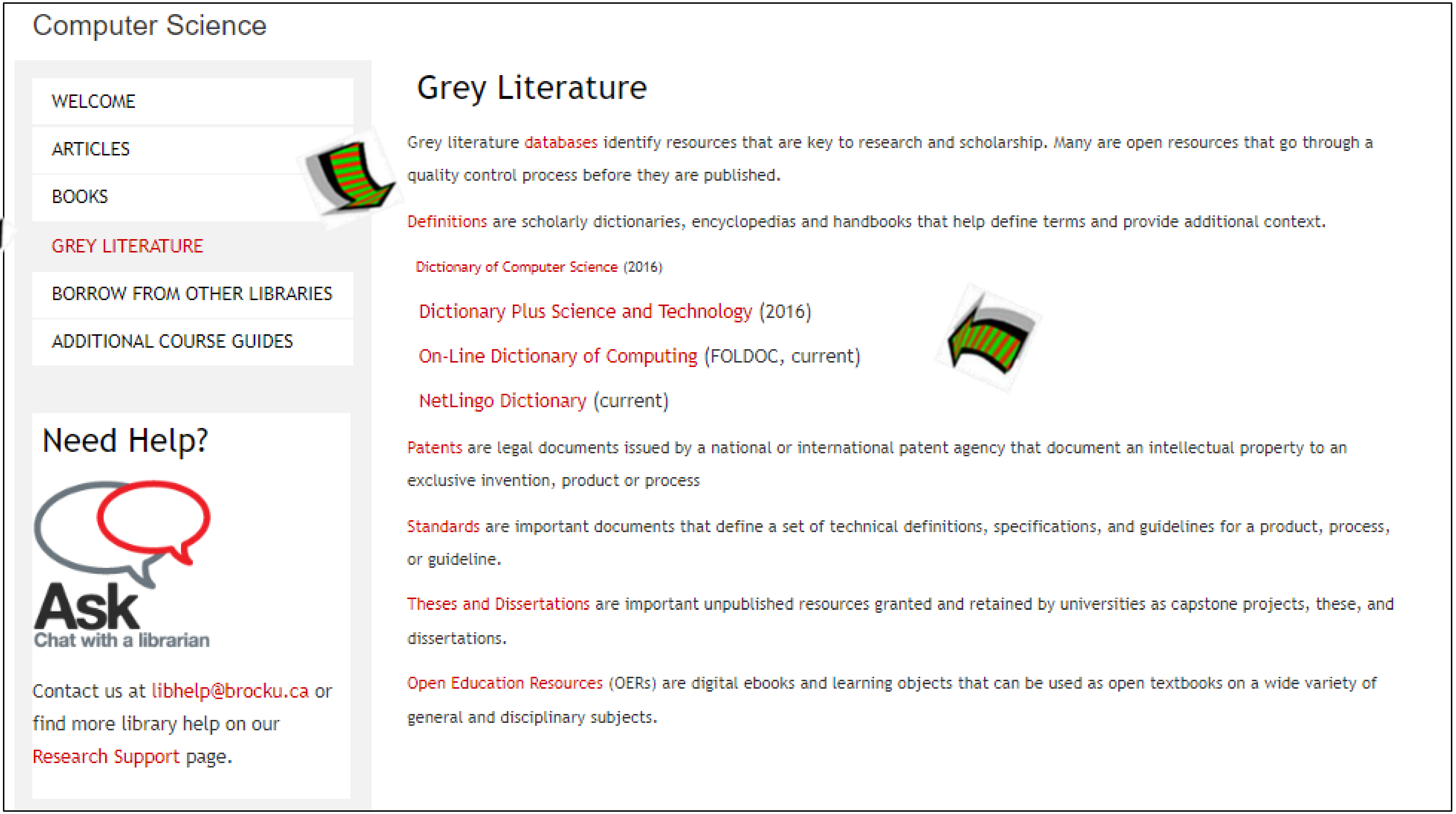
1. ChatGPT or AI-driven or “AI driven” or chatbot* or “machine generated” or “artificial intelligence”

2. “academic integrity” or cheat* or plagiarism or authenticity

3. “higher education” or college* or university*

fake news, fake citations, writing, Turnitin, threat, risk*, problem*, danger…



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Definitions are scholarly dictionaries, encyclopedias and handbooks that help define terms and provide additional context.

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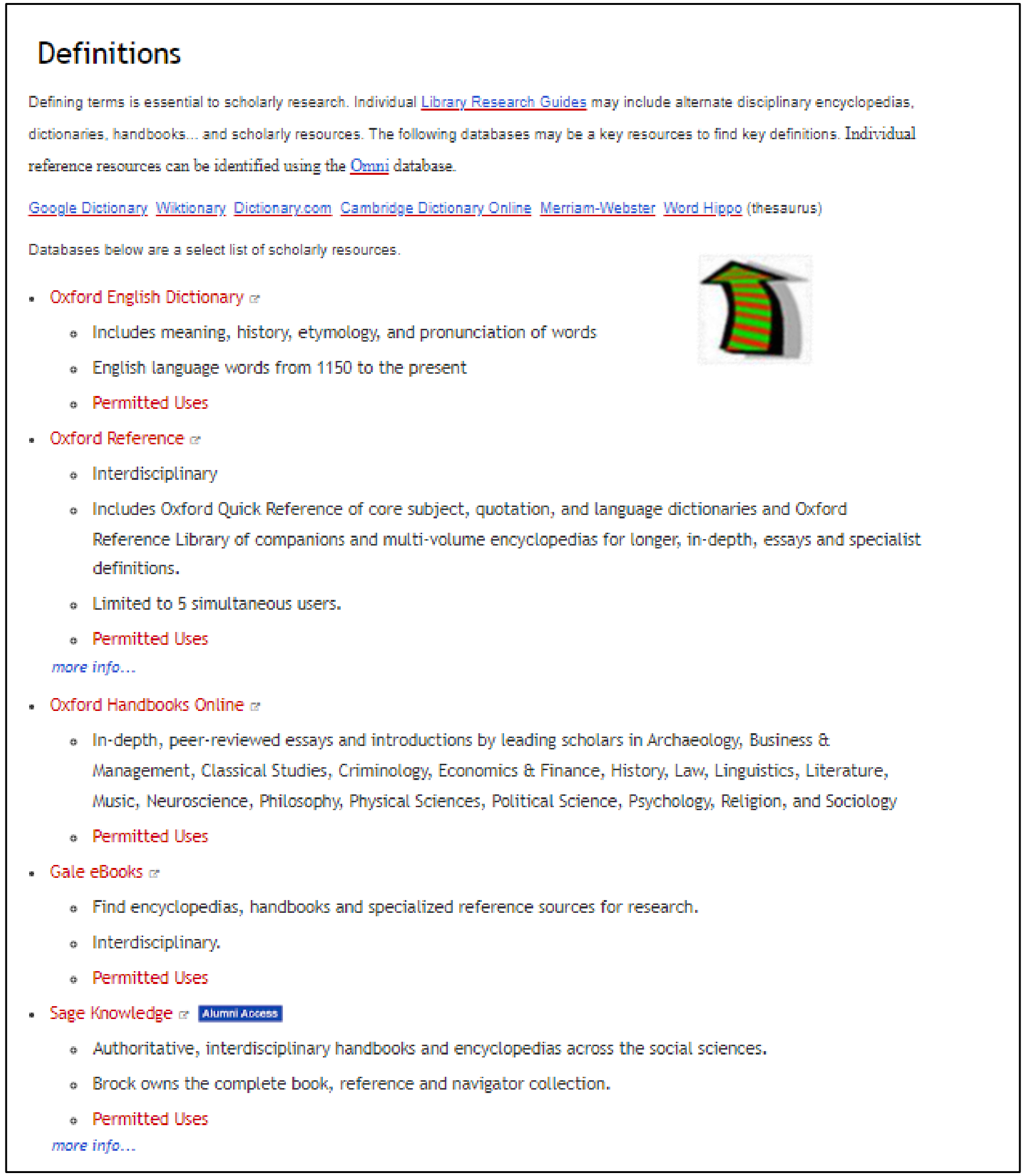

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Databases below are a select list of scholarly resources.

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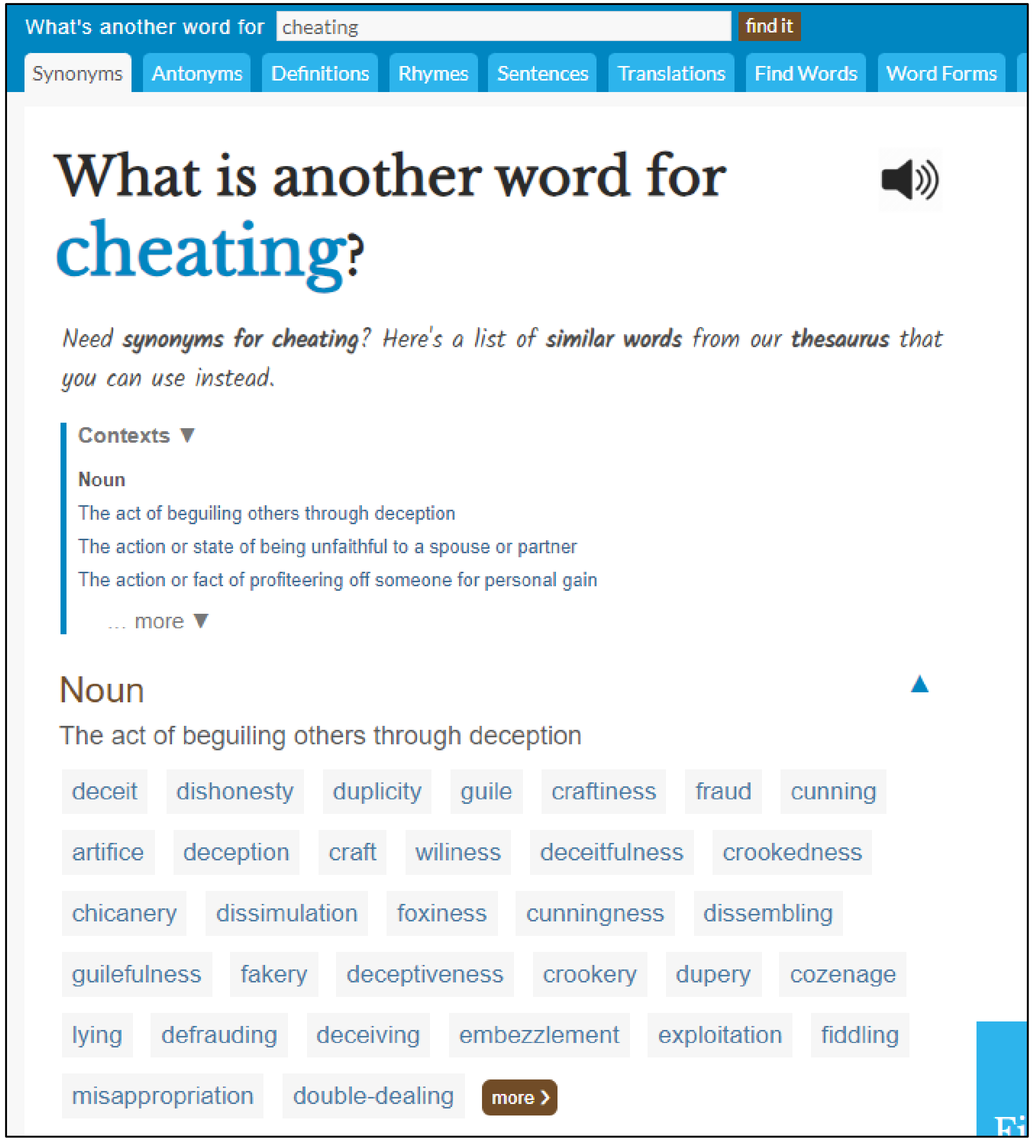

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What is another word for cheating?

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Noun

The act of beguiling others through deception

The action or state of being unfaithful to a spouse or partner

The action or fact of profiteering off someone for personal gain

Noun

The act of beguiling others through deception

deceit, dishonesty, duplicity, guile, craftiness, fraud, cunning, artifice, deception, craft, wiliness, deceitfulness, crookedness, chicanery, dissimulation, foxiness, cunningness, dissembling, guilefulness, fakery, deceptiveness, crookery, dupery, cozenage, lying, defrauding, deceiving, embezzlement, exploitation, fiddling, misappropriation, double-dealing

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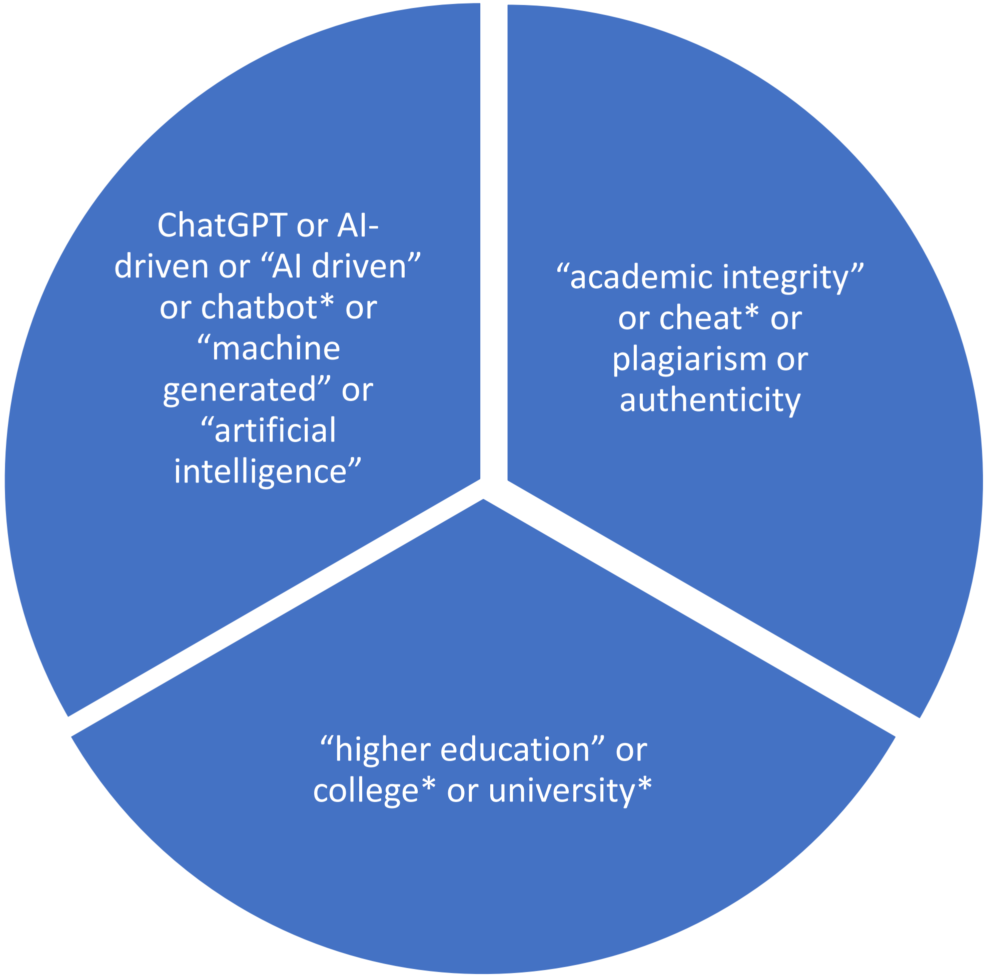

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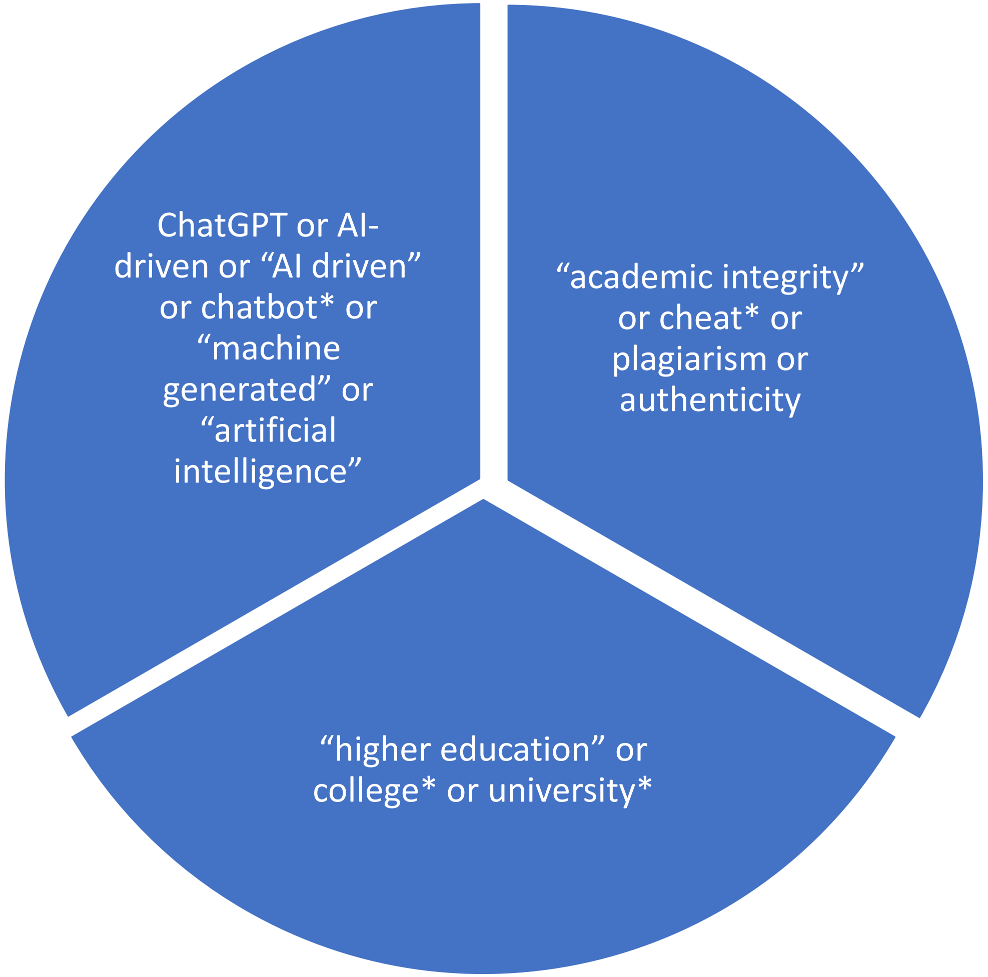
"academic integrity" or cheat* or plagiarism or authenticity

"higher education" or college* or university*

Is ChatGPT AI-driven software a threat to academic integrity in higher education?



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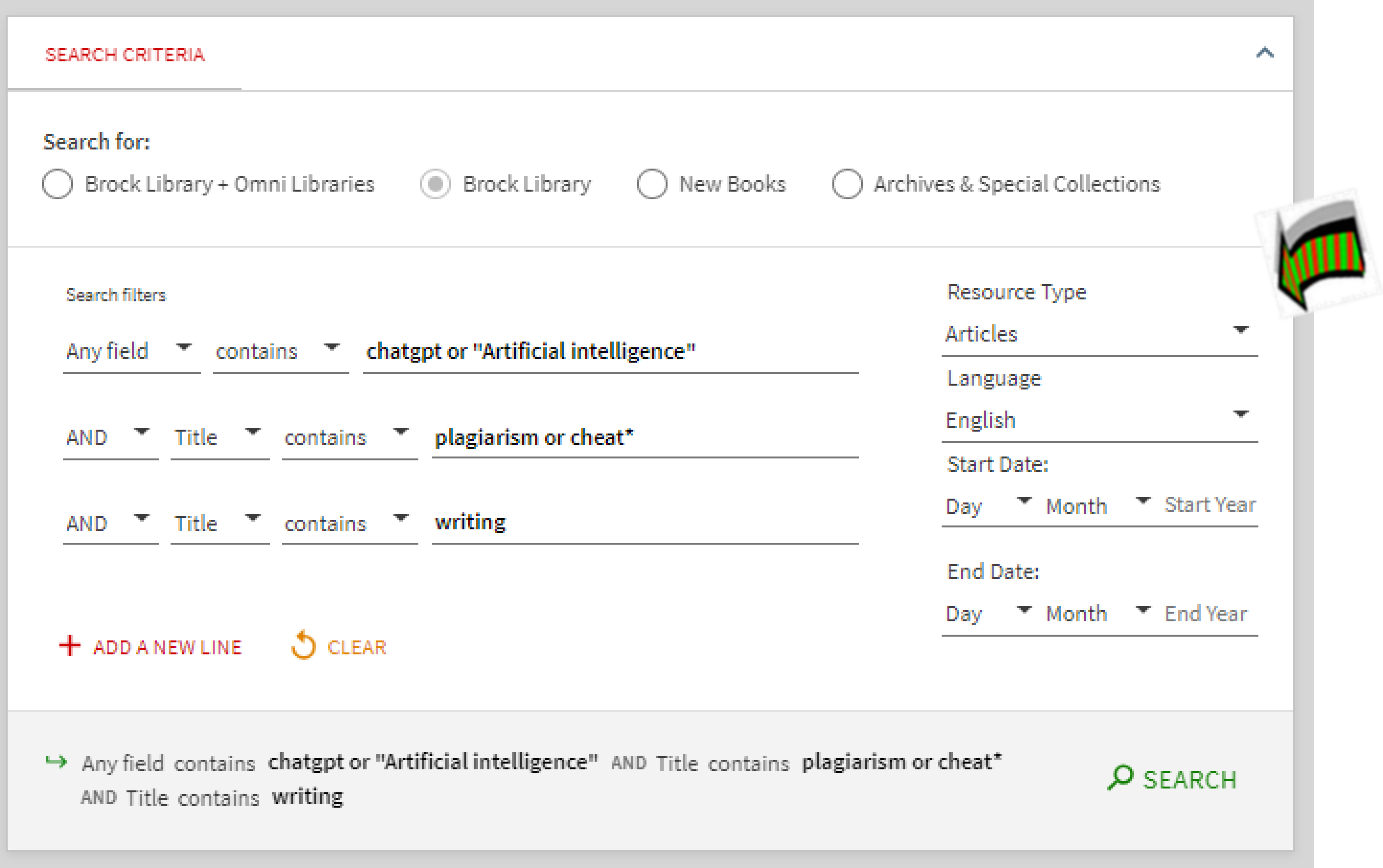

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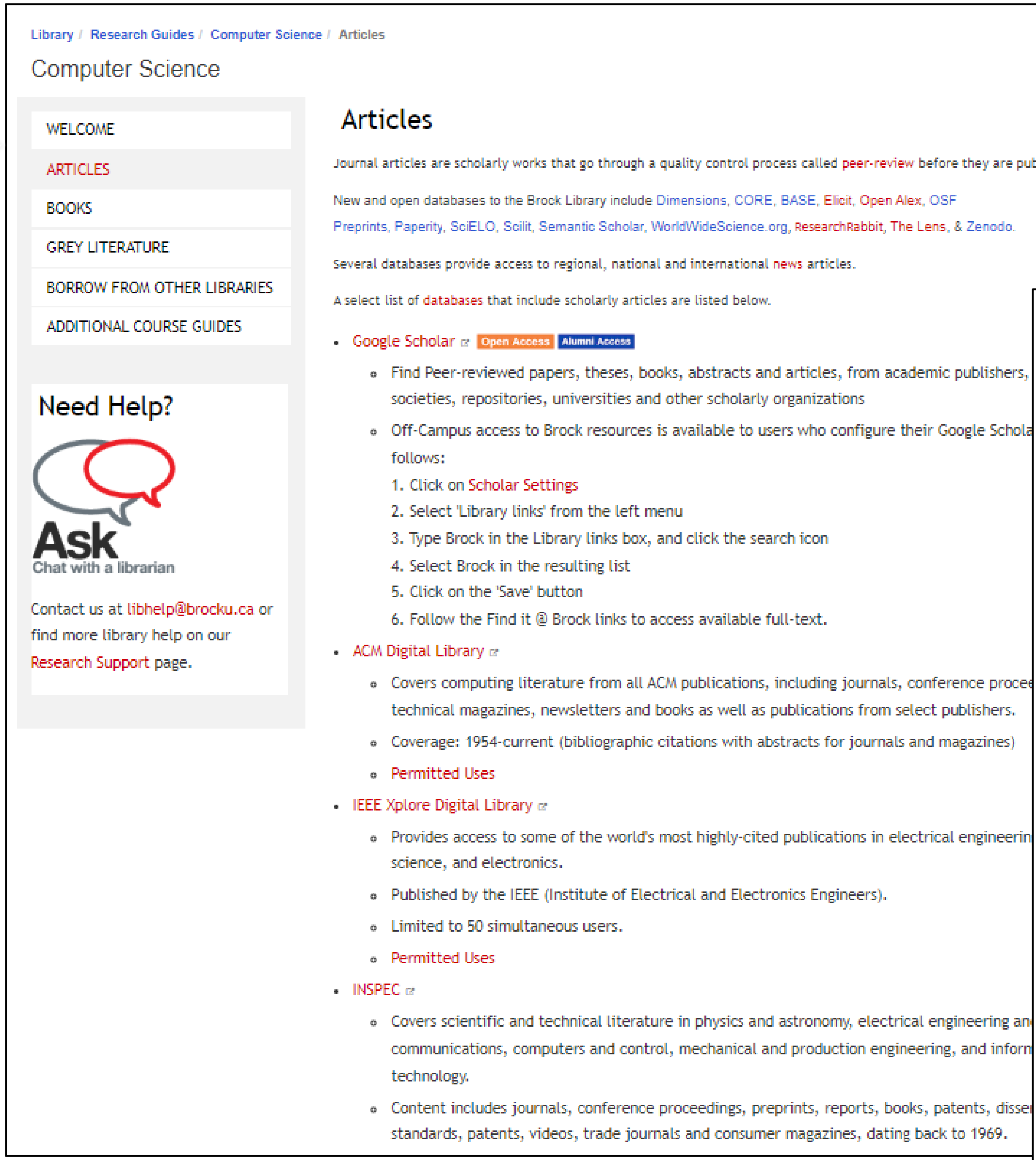

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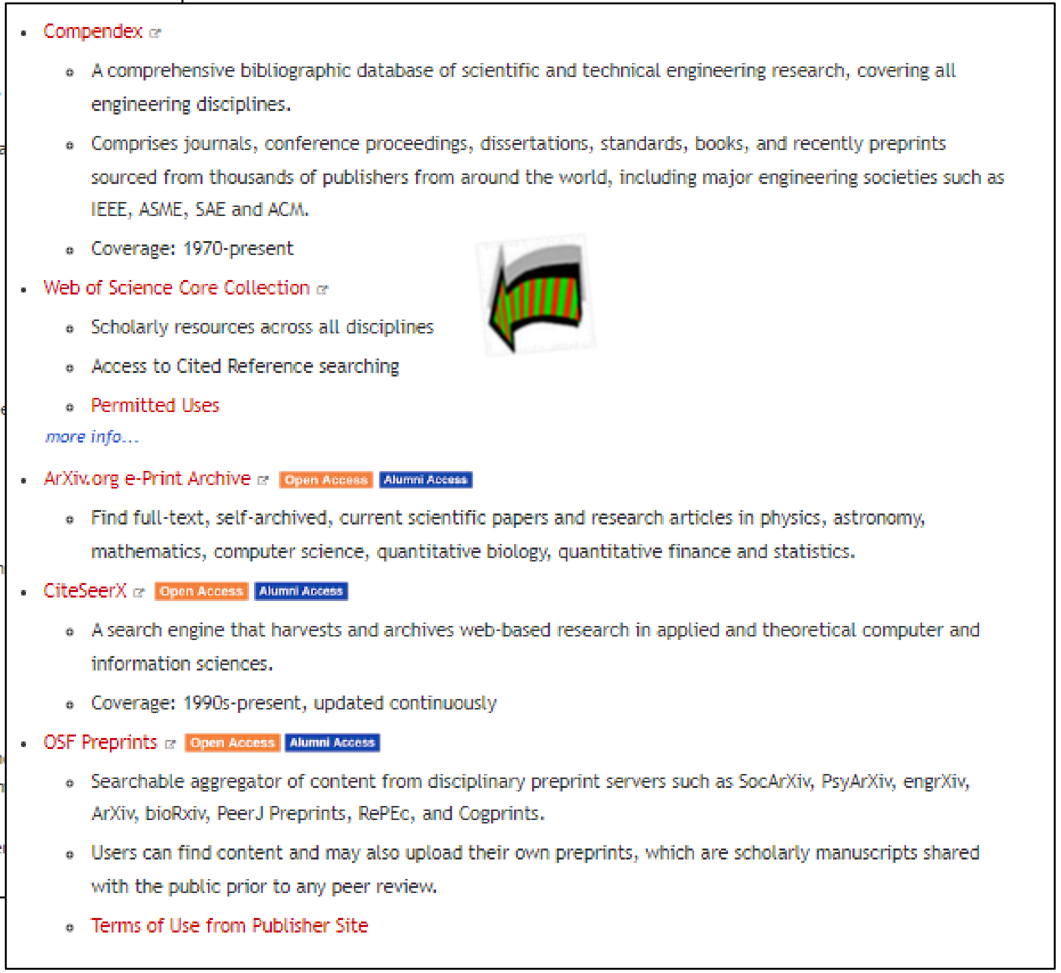

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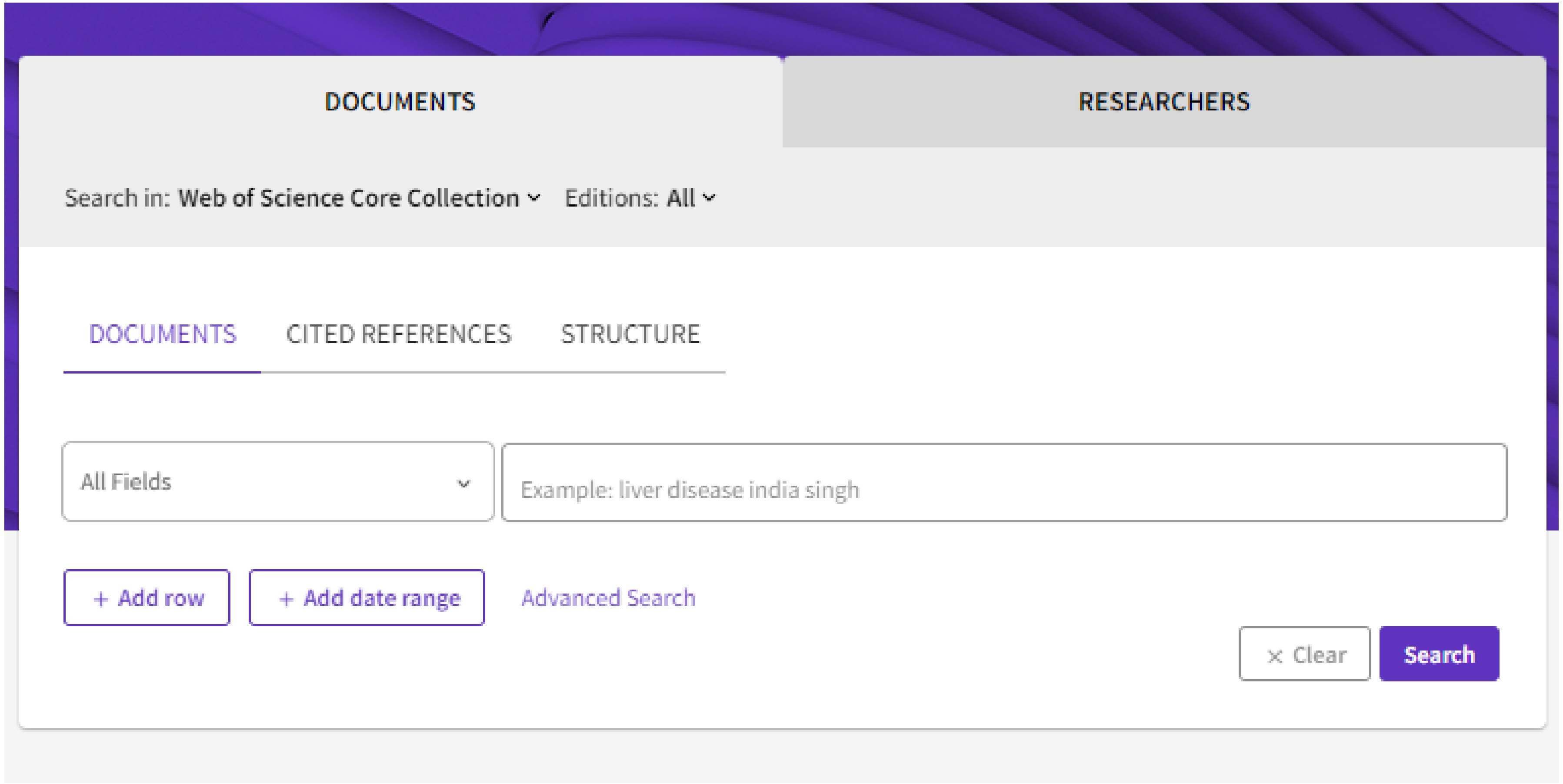

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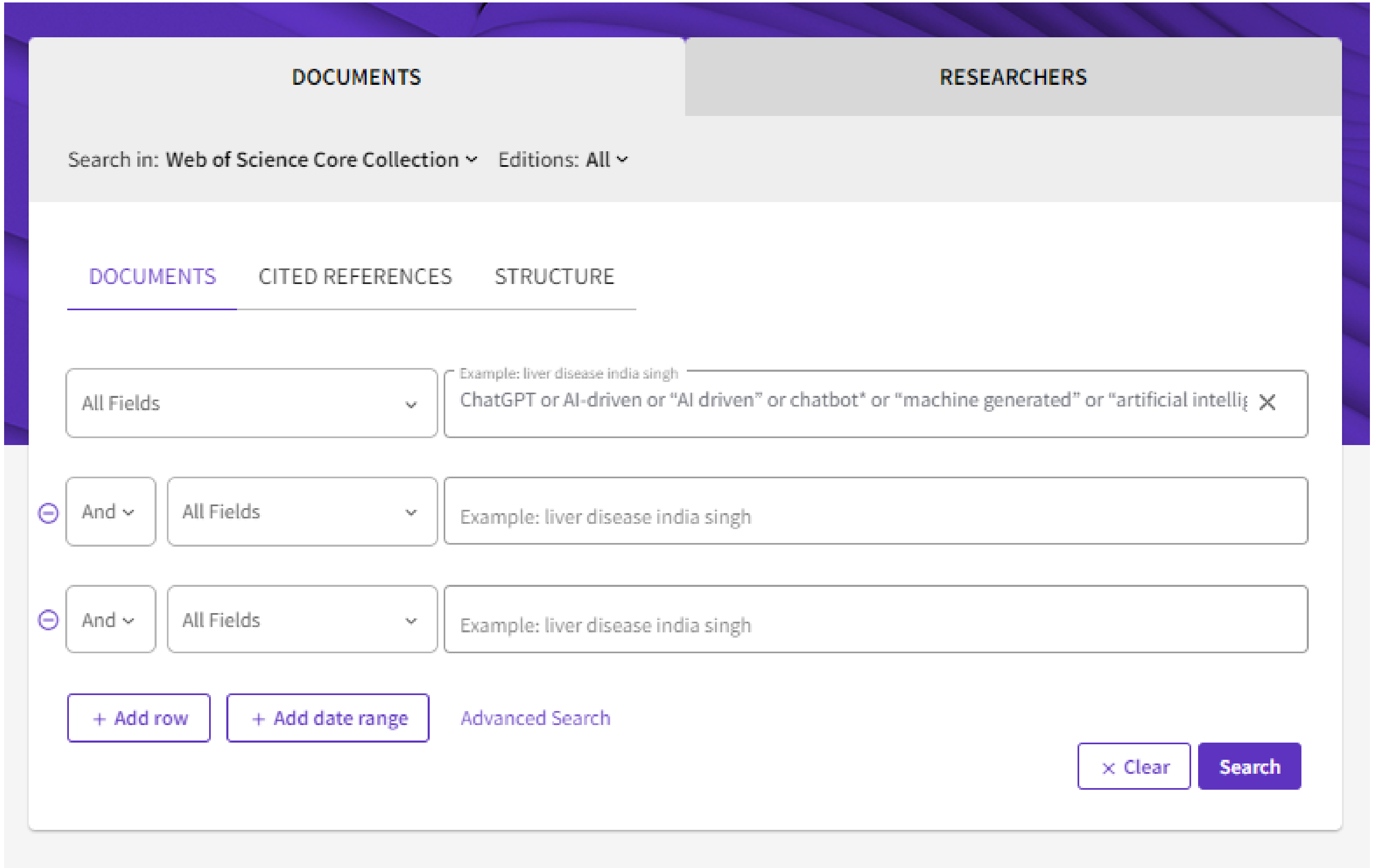

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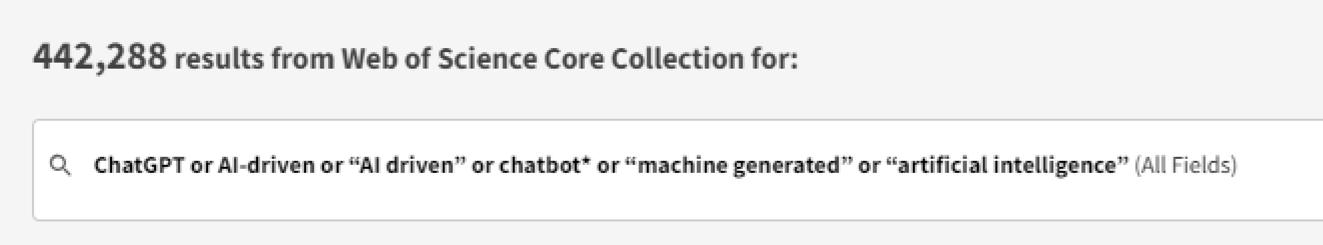

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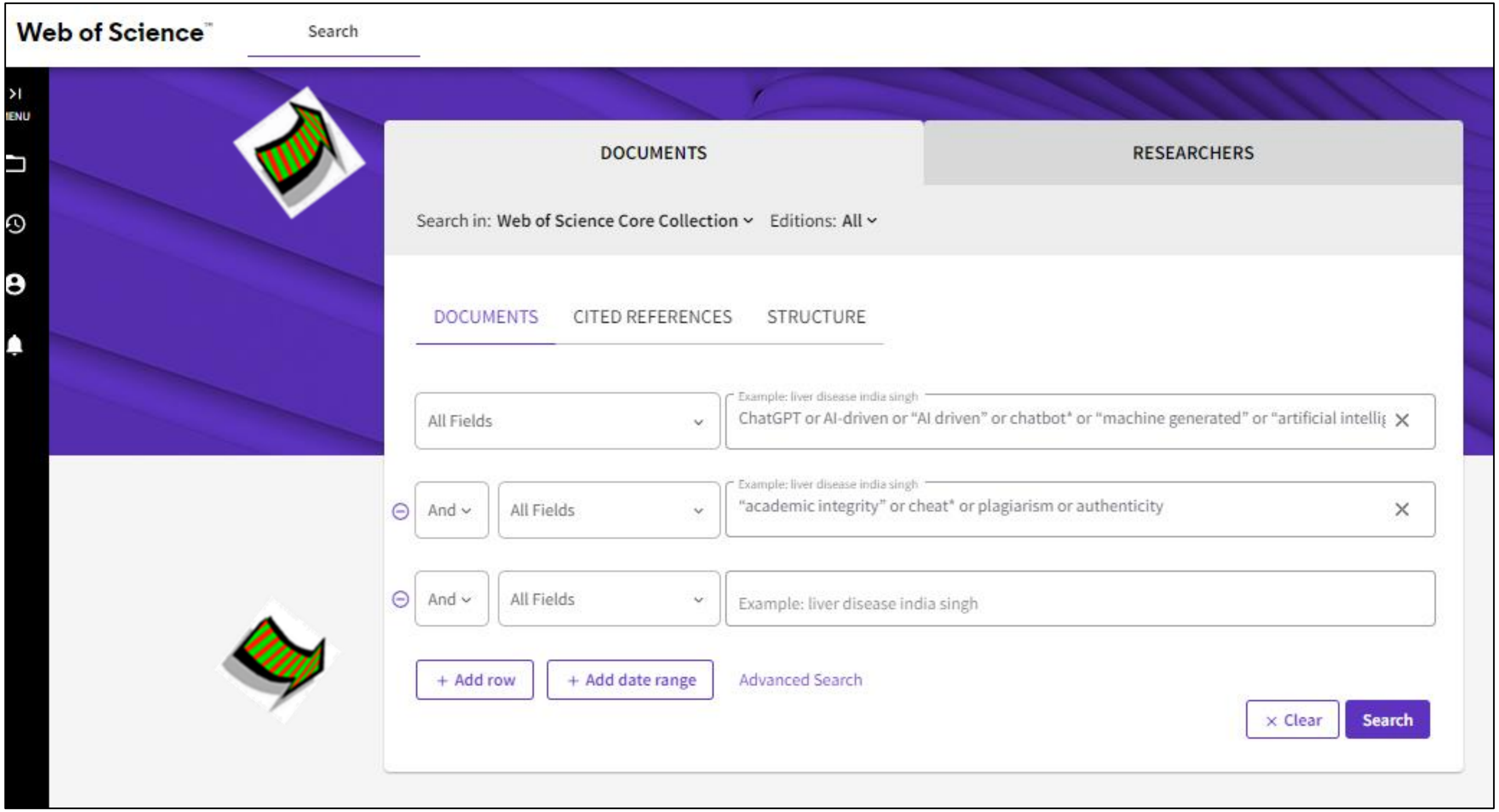

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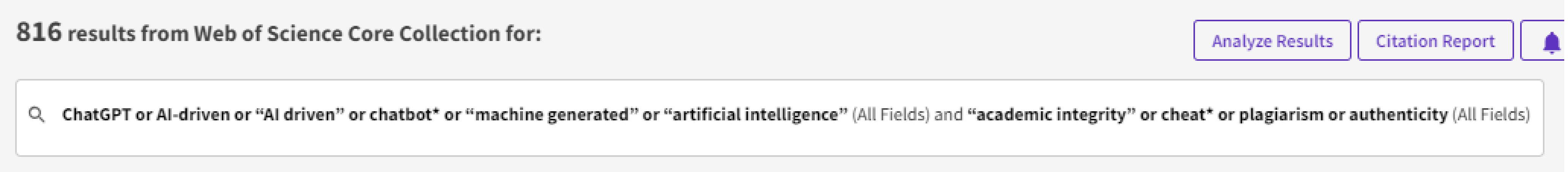

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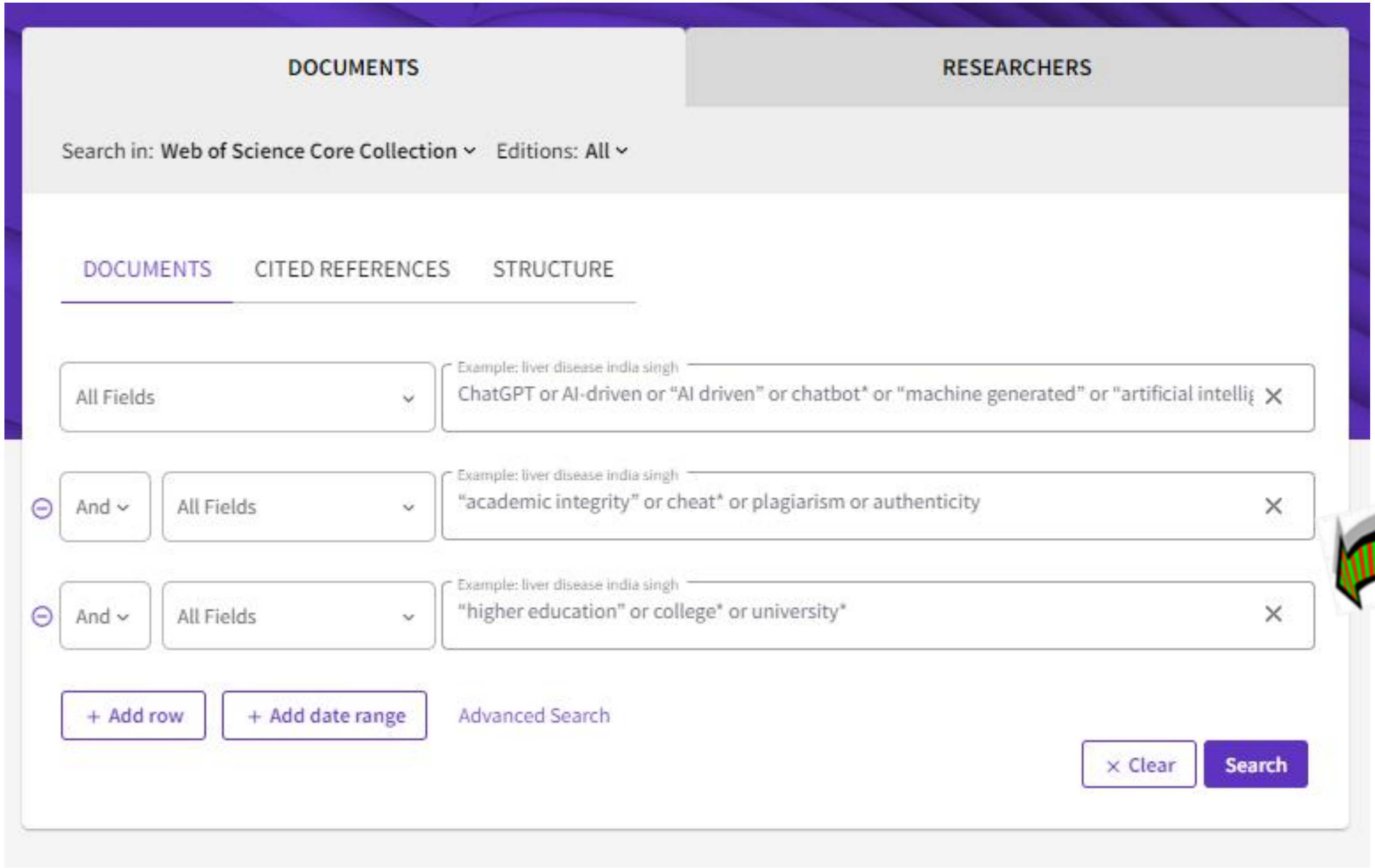

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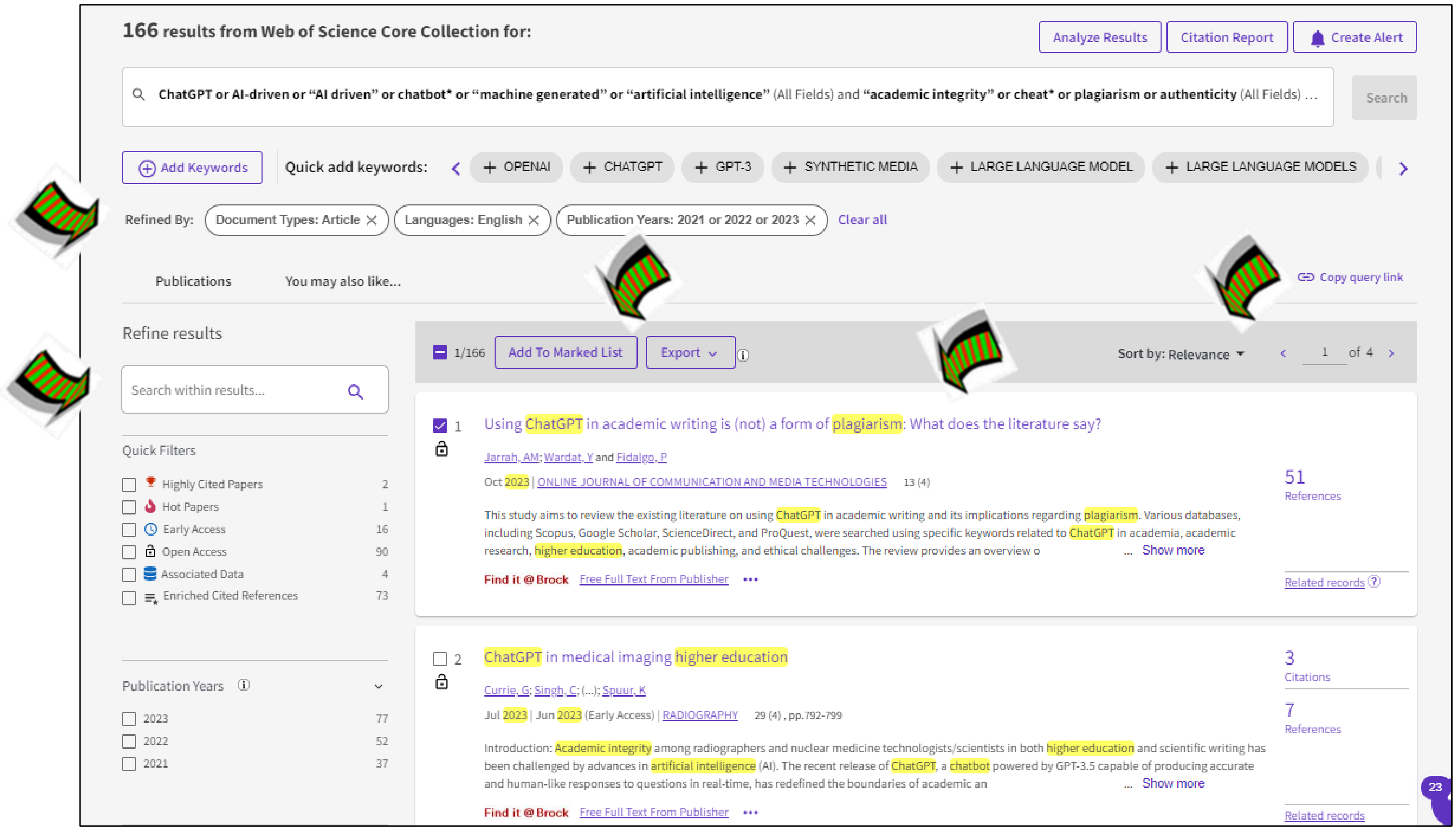

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☑ 1 Using ChatGPT in academic writing is (not) a form of plagiarism: What does the literature say?

Jarrah, AM; Wardat, Y and Fidalgo, P

Oct 2023 | ONLINE JOURNAL OF COMMUNICATION AND MEDIA TECHNOLOGIES 13 (4)

This study aims to review the existing literature on using ChatGPT in academic writing and its implications regarding plagiarism. Various databases, including Scopus, Google Scholar, ScienceDirect, and ProQuest, were searched using specific keywords related to ChatGPT in academia, academic research, higher education, academic publishing, and ethical challenges. The review provides an overview o … Show more

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☐ 2 ChatGPT in medical imaging higher education

Currie, G; Singh, C; (…); Spuur, K

Jul 2023 | Jun 2023 (Early Access) | RADIOGRAPHY 29 (4) , pp.792-799

Introduction: Academic integrity among radiographers and nuclear medicine technologists/scientists in both higher education and scientific writing has been challenged by advances in artificial intelligence (AI). The recent release of ChatGPT, a chatbot powered by GPT-3.5 capable of producing accurate and human-like responses to questions in real-time, has redefined the boundaries of academic an … Show more

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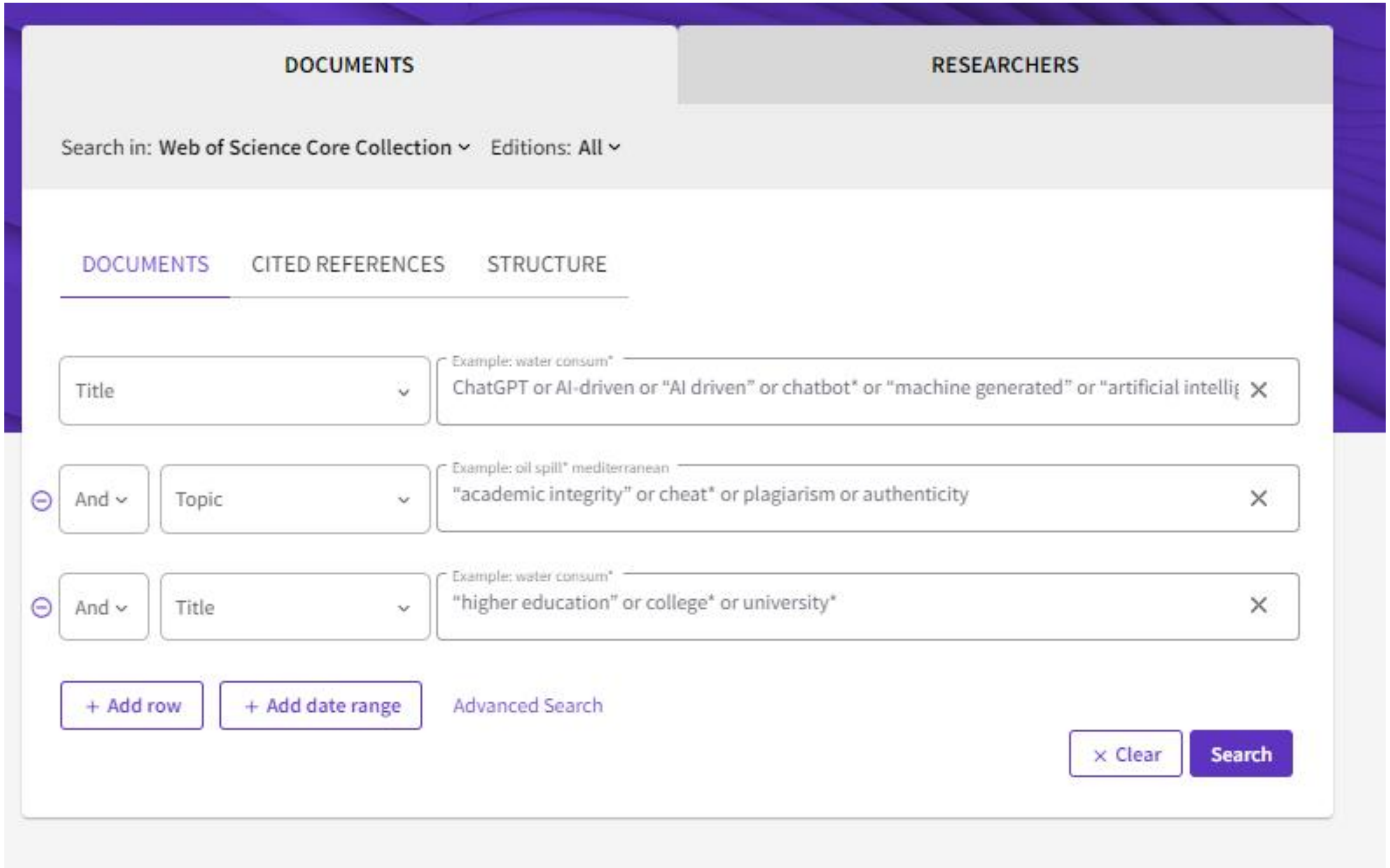

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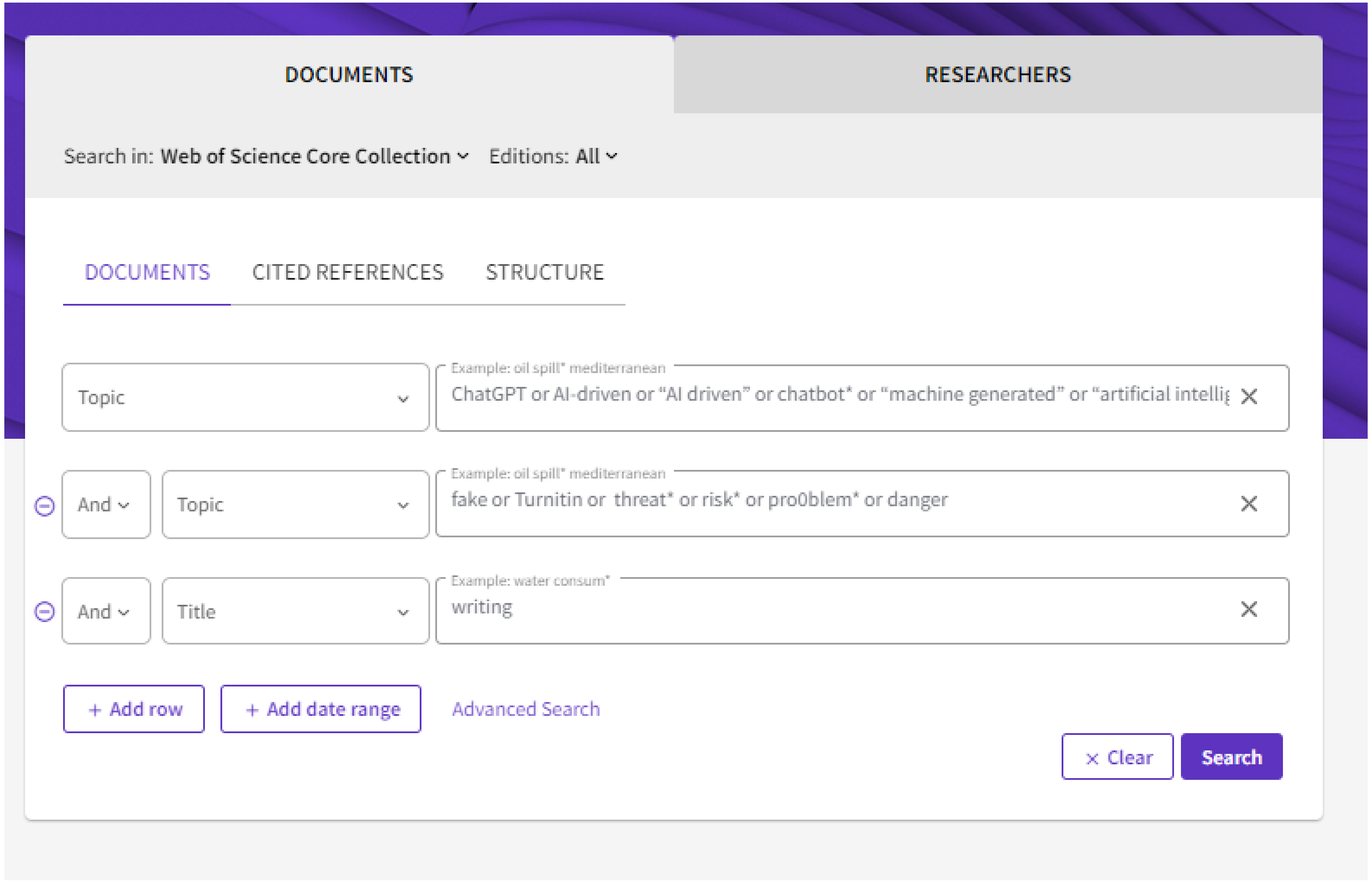

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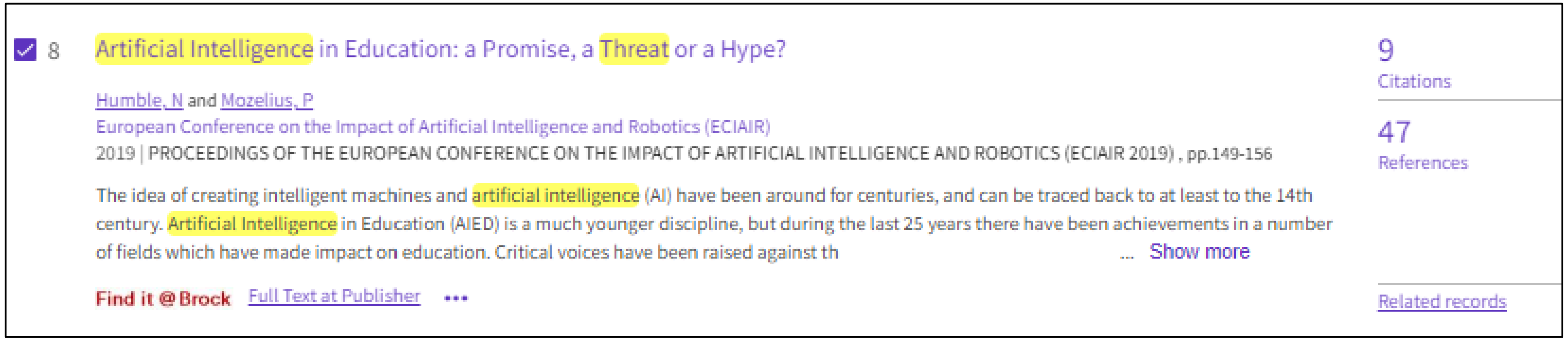

☑ 8 Artificial Intelligence in Education: a Promise, a Threat or a Hype?

Humble, N and Mozelius, P
European Conference on the Impact of Artificial Intelligence and Robotics (ECIAIR)
2019 | PROCEEDINGS OF THE EUROPEAN CONFERENCE ON THE IMPACT OF ARTIFICIAL INTELLIGENCE AND ROBOTICS (ECIAIR 2019) , pp.149-156

The idea of creating intelligent machines and artificial intelligence (AI) have been around for centuries, and can be traced back to at least to the 14th century. Artificial Intelligence in Education (AIED) is a much younger discipline, but during the last 25 years there have been achievements in a number of fields which have made impact on education. Critical voices have been raised against th ... Show more

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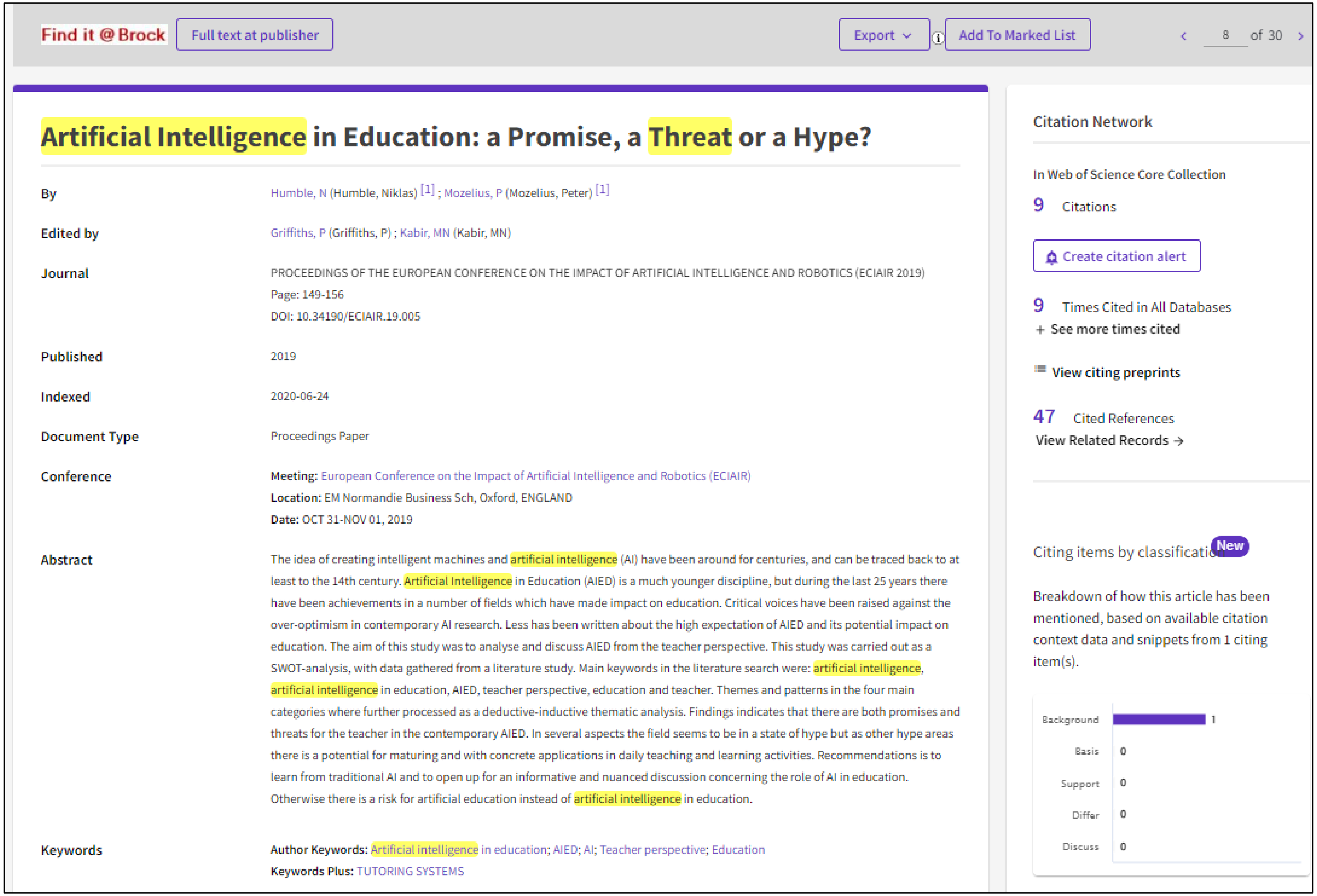

Artificial Intelligence in Education: a Promise, a Threat or a Hype?

By Humble, N (Humble, Niklas) [1] ; Mozelius, P (Mozelius, Peter) [1]

Edited by Griffiths, P (Griffiths, P) ; Kabir, MN (Kabir, MN)

Journal PROCEEDINGS OF THE EUROPEAN CONFERENCE ON THE IMPACT OF ARTIFICIAL INTELLIGENCE AND ROBOTICS (ECIAIR 2019)
Page: 149-156
DOI: 10.34190/ECIAIR.19.005

Published 2019

Indexed 2020-06-24

Document Type Proceedings Paper

Conference **Meeting:** European Conference on the Impact of Artificial Intelligence and Robotics (ECIAIR)
Location: EM Normandie Business Sch, Oxford, ENGLAND
Date: OCT 31-NOV 01, 2019

Abstract The idea of creating intelligent machines and artificial intelligence (AI) have been around for centuries, and can be traced back to at least to the 14th century. Artificial Intelligence in Education (AIED) is a much younger discipline, but during the last 25 years there have been achievements in a number of fields which have made impact on education. Critical voices have been raised against the over-optimism in contemporary AI research. Less has been written about the high expectation of AIED and its potential impact on education. The aim of this study was to analyse and discuss AIED from the teacher perspective. This study was carried out as a SWOT-analysis, with data gathered from a literature study. Main keywords in the literature search were: artificial intelligence, artificial intelligence in education, AIED, teacher perspective, education and teacher. Themes and patterns in the four main categories where further processed as a deductive-inductive thematic analysis. Findings indicates that there are both promises and threats for the teacher in the contemporary AIED. In several aspects the field seems to be in a state of hype but as other hype areas there is a potential for maturing and with concrete applications in daily teaching and learning activities. Recommendations is to learn from traditional AI and to open up for an informative and nuanced discussion concerning the role of AI in education. Otherwise there is a risk for artificial education instead of artificial intelligence in education.

Keywords **Author Keywords:** Artificial intelligence in education; AIED; AI; Teacher perspective; Education
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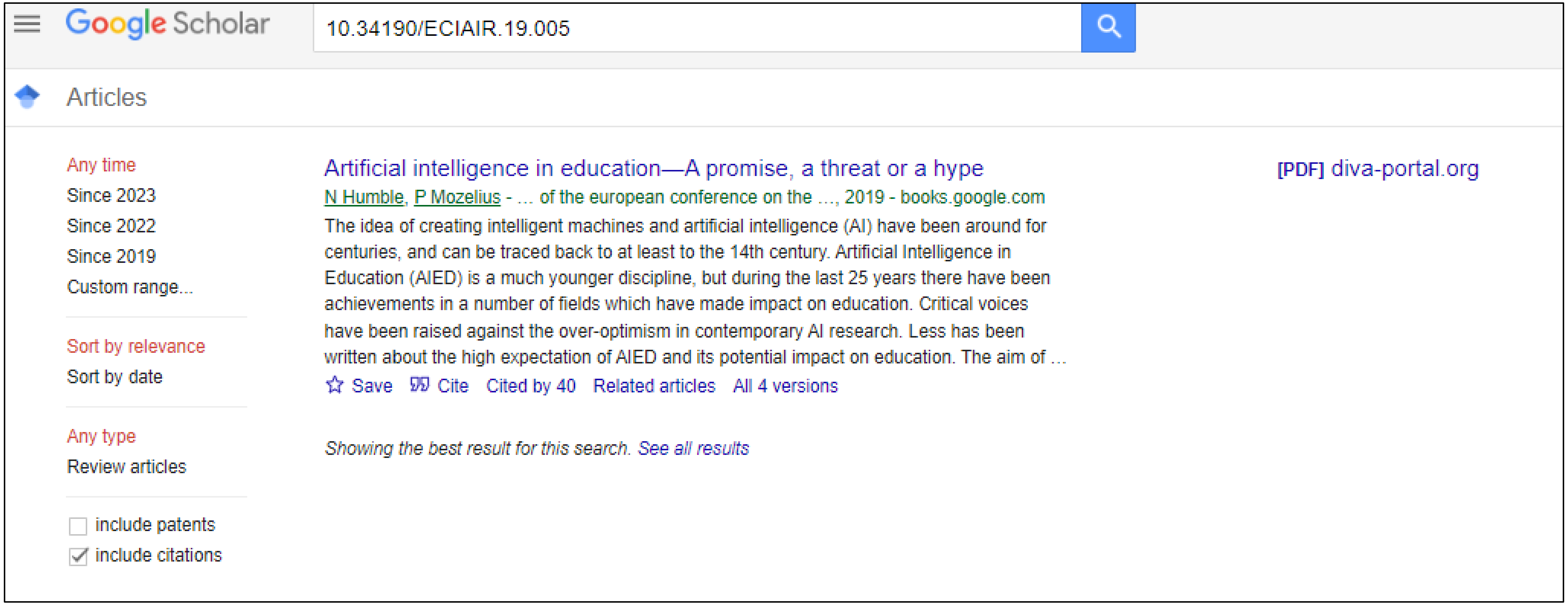

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Artificial Intelligence in Education: a Promise, a Threat or a Hype?

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DOI: 10.34190/ECIAIR.19.005

Abstract: The idea of creating intelligent machines and artificial intelligence (AI) have been around for centuries, and can be traced back to at least to the 14th century. Artificial Intelligence in Education (AIED) is a much younger discipline, but during the last 25 years there have been achievements in a number of fields which have made impact on education. Critical voices have been raised against the over-optimism in contemporary AI research. Less has been written about the high expectation of AIED and its potential impact on education. The aim of this study was to analyse and discuss AIED from the teacher perspective. This study was carried out as a SWOT-analysis, with data gathered from a literature study. Main keywords in the literature search were: artificial intelligence, artificial intelligence in education, AIED, teacher perspective, education and teacher. Themes and patterns in the four main categories where further processed as a deductive-inductive thematic analysis. Findings indicates that there are both promises and threats for the teacher in the contemporary AIED. In several aspects the field seems to be in a state of hype but as other hype areas there is a potential for maturing and with concrete applications in daily teaching and learning activities. Recommendations is to learn from traditional AI and to open up for an informative and nuanced discussion concerning the role of AI in education. Otherwise there is a risk for artificial education instead of artificial intelligence in education.

Keywords: Artificial intelligence in education, AIED, AI, Teacher perspective, Education

1. Introduction

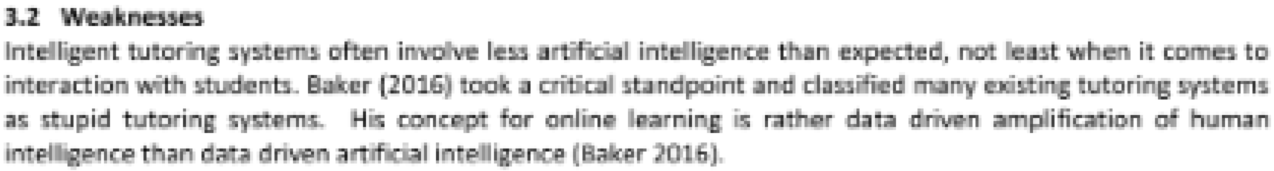
The idea of creating artificial intelligence (AI) has been around for a long time, and in the 14th century Ramon Llull outlined his idea of implementing reasoning and thought processes in an intelligent machine in his Ars Magna. Ideas that later inspired scientists such as Giordano Bruno, Athanasius Kirchner, Agrippa of Nettesheim and Gottfried Wilhelm Leibniz. (Jensen 2017) Centuries later a more modern calculation model for intelligent reasoning was formalised by Alan Turing (1937), and his machine model has been the foundation of computer science and the idea of computers as intelligent problem solvers.

Turing (1950) extended his ideas in *Computing Machinery and Intelligence*, which is seen as the bedrock of AI (Castelfranchi 2013), even if the term was not coined until 1956, around two years after Turing's death (McCarthy et al 2006). Attempts to formalise intelligent reasoning and to further develop AI has been an ongoing process since Turing built the first prototype for computer chess engines in the 1950s. As suggested by Claude Shannon, computer chess is an interesting testbed for computer science and AI (Keene, Jacobs & Buzan 1996). An increasing percentage of successful computer programs have challenged chess grandmasters, but still without reaching a lobster's level of social skills and handling real world problems. A comparison made by John Searle (1990), who also has coined the terms strong AI and weak AI.

Recently the terms strong and weak AI have been renamed as narrow AI and artificial general intelligence (AGI). The term AGI was popularised by the AI-researchers Shane Legg, Mark Gabrud and Ben Goertzel with the term defined as general artificial intelligence on the level of human intelligence. (Tegmark 2017) Strong AI or AGI can also be illustrated by the Turing test, where true and general AI is accomplished when there no longer is possible to tell the difference between a natural language conversation between a human being and an AI system (Turing 1950).

Weak or narrow AI, can be exemplified by more specialised AI applications such as digital devices communicating via Bluetooth, or when the chess engine Deep Fritz beat GM Vladimir Kramnik (Hoffman 2002).

A recent example of narrow AI on superhuman level was when the machine learning based AlphaGo defeated the Korean Go grandmaster Lee Sedol (Zhang 2016). Machine learning is the AI field that has made a fast progress during the last decade, but as pointed out by Lee and Shin (2017), all developed AI systems so far must be classified as weak or narrow AI. Finally, the answer to the question if AI systems can replace human doctors in the treatment of patients is still NO. There are today no computational algorithms or heuristics to understand human emotions at a deeper level. (Zhang 2016)

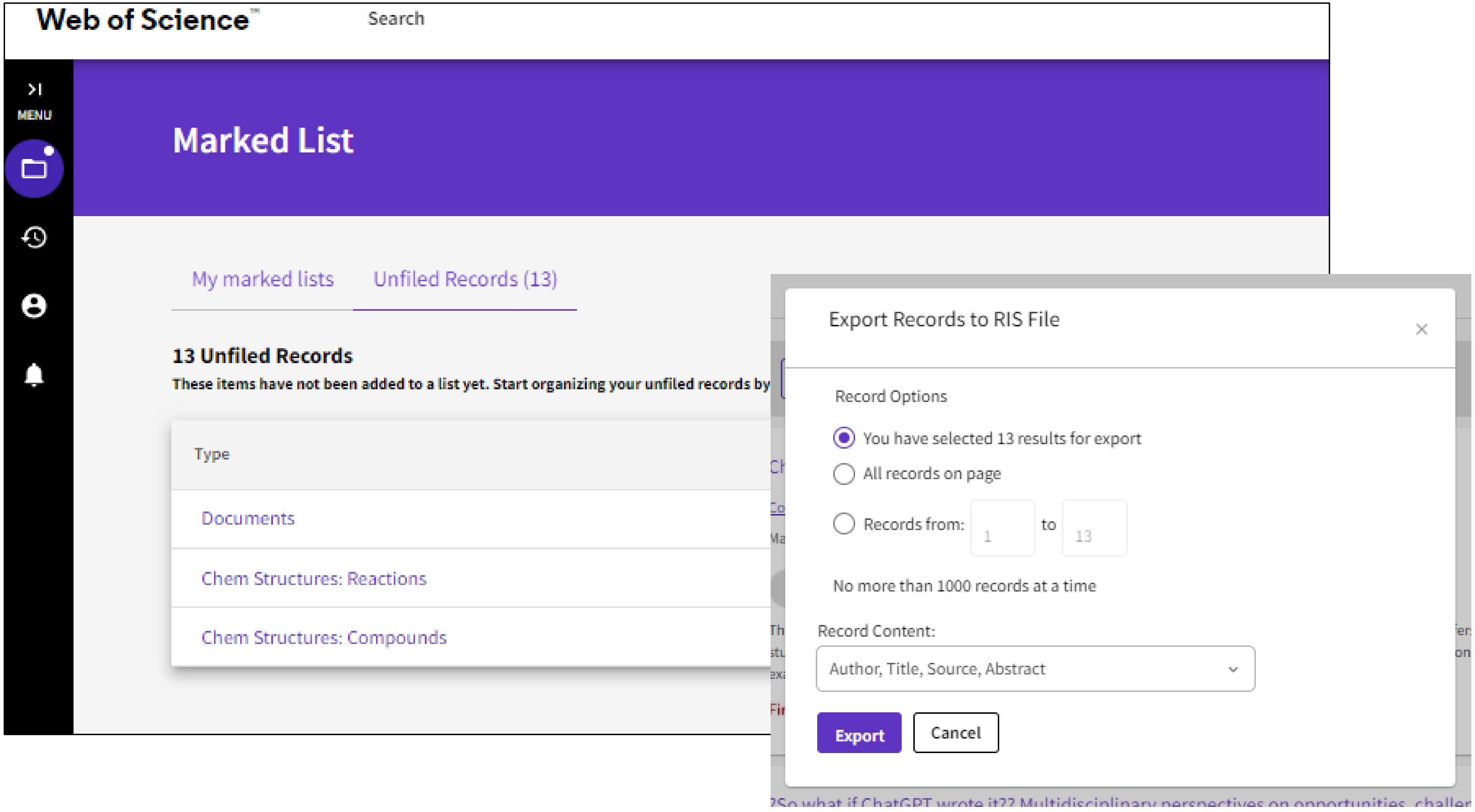


3.2 Weaknesses

Intelligent tutoring systems often involve less artificial intelligence than expected, not least when it comes to interaction with students. Baker (2016) took a critical standpoint and classified many existing tutoring systems as stupid tutoring systems. His concept for online learning is rather data driven amplification of human intelligence than data driven artificial intelligence (Baker 2016).

Humble and Mozelius (2019) commented that "….Intelligent Tutoring systems often involve less artificial intelligence than expected…" (p. 153).

Humble, N., & Mozelius, P. (2019). Artificial intelligence in education: A promise, a threat or a hype? In *Proceedings of the european conference on the impact of artificial intelligence and robotics* (ECIAIR 2019). Oxford. (pp. 149-156). doi: 10.34190/ECIAIR.19.005



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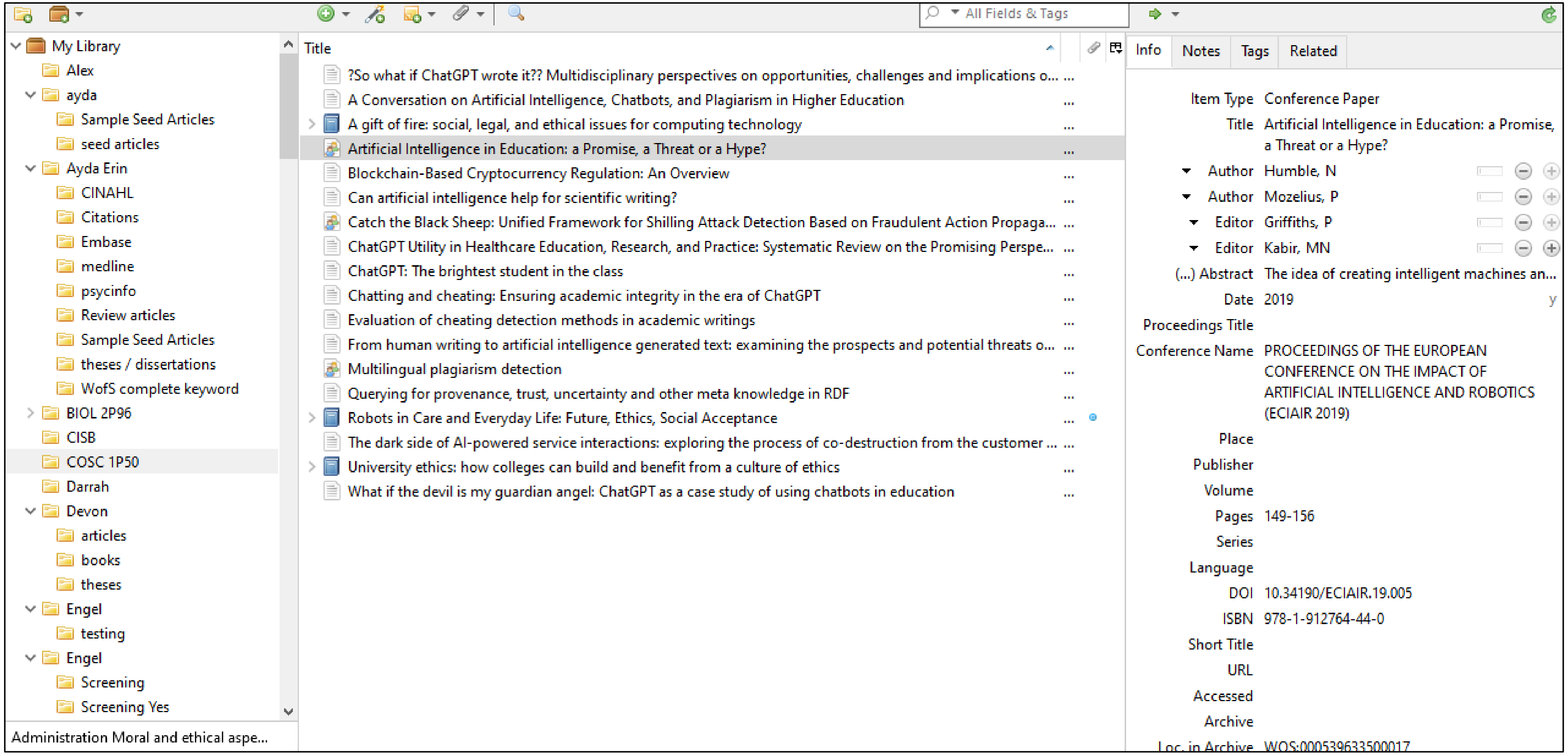

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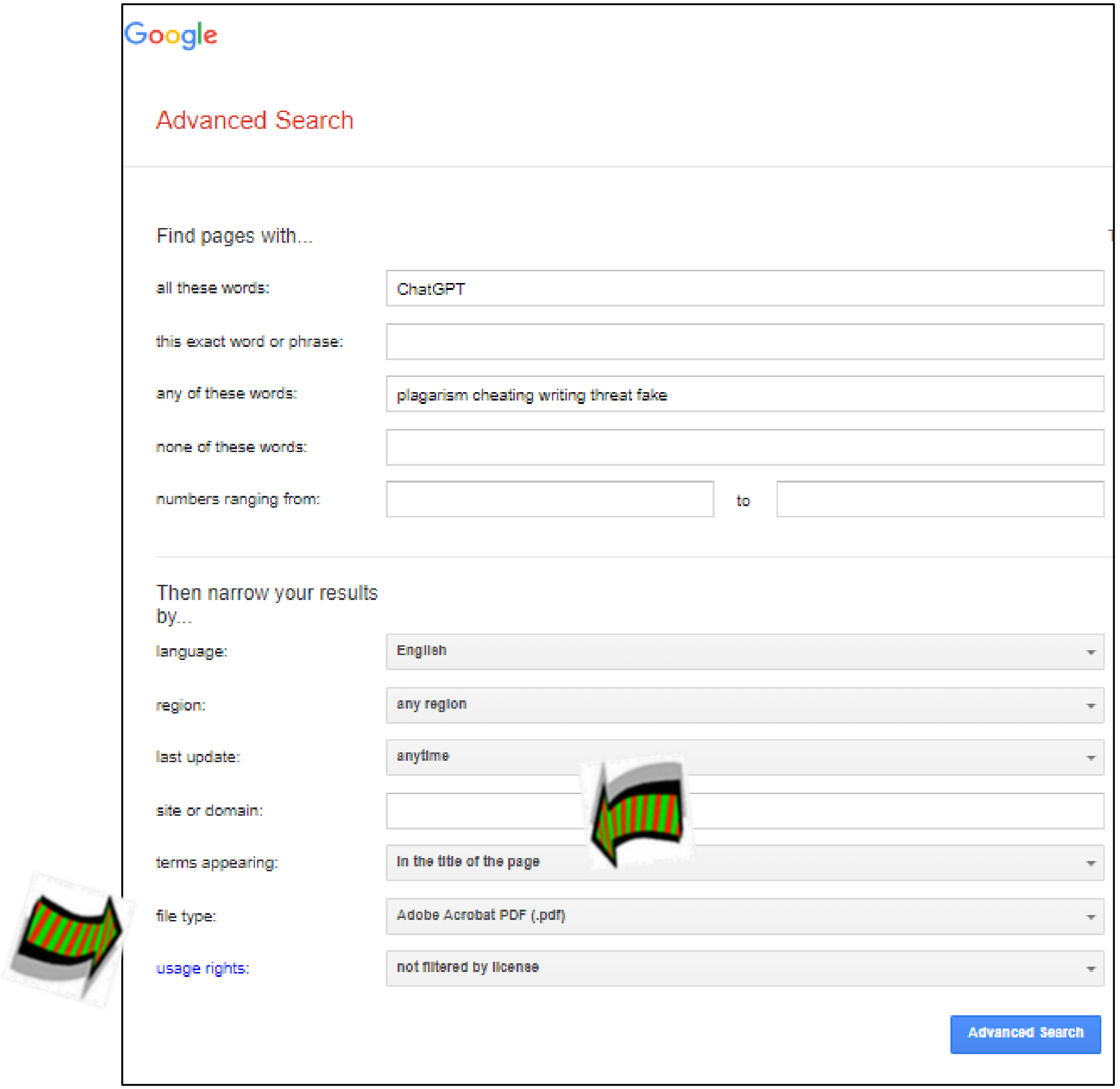

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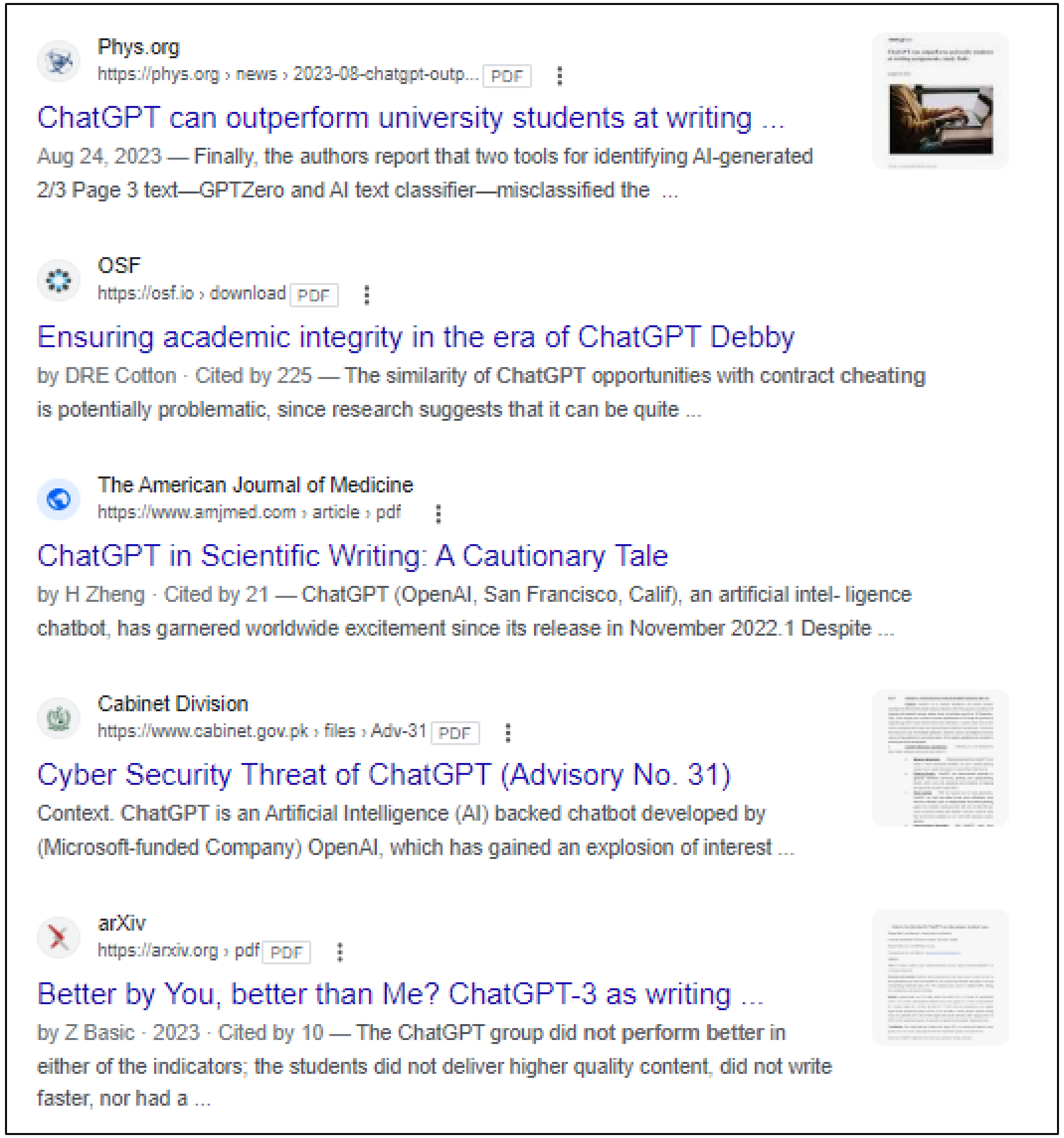

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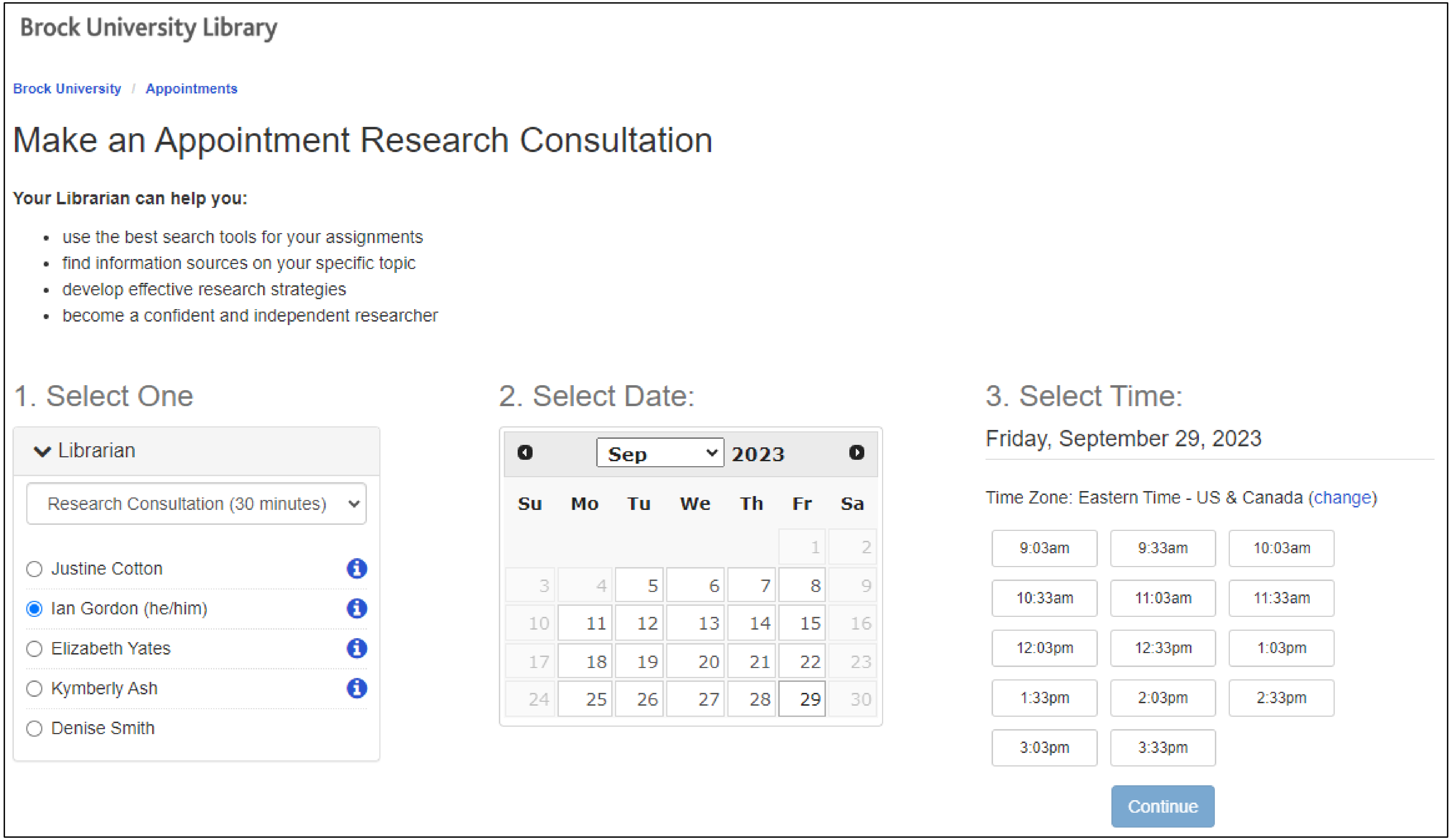

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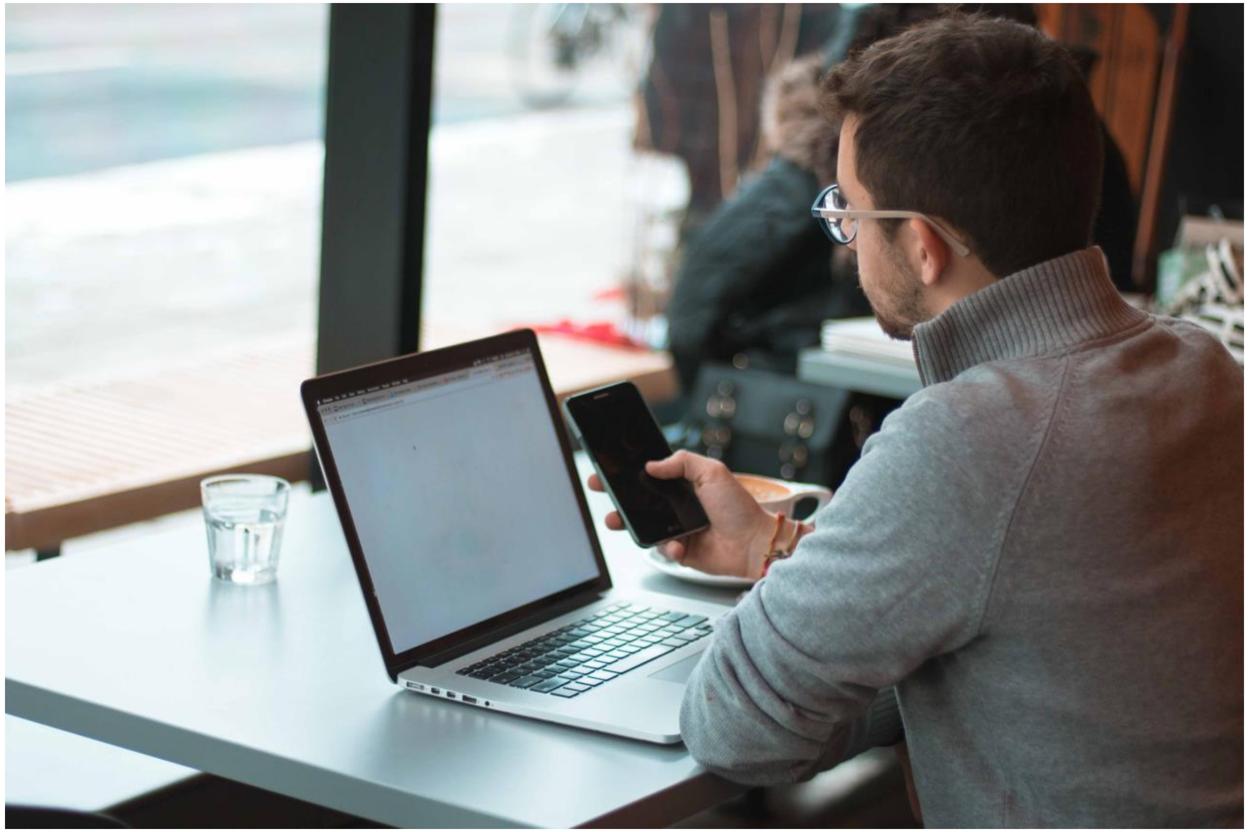

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